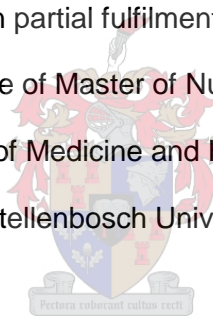


EXPERIENCES AND PERCEPTIONS OF LIFE ORIENTATION TEACHERS IN GUIDING LEARNERS ABOUT NURSING AS A CAREER OF CHOICE

YOLANDI VERNA PEDRO

Thesis presented in partial fulfilment of the requirements
for the degree of Master of Nursing Science
in the Faculty of Medicine and Health Sciences
at Stellenbosch University



SUPERVISOR: CORNELLE YOUNG

CO-SUPERVISOR: PROF ETHELWYNN STELLENBERG

MARCH 2017

DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Yolandi Verna Pedro

March 2017

Date

ABSTRACT

The challenge of nursing shortages in South Africa is increased by an ageing nursing workforce. A strategy to address the nursing shortages includes the promotion of nursing as a career of choice to high school learners. There seems to be an expectation that LO teachers will be able to promote this career field amongst the learners who are in their final year at secondary school level. It was thus necessary to explore their perceptions and experiences on guiding learners about nursing as a career of choice. The research question for this study was thus: "What are the experiences and perceptions of LO teachers on guiding learners about nursing as a career of choice?"

A qualitative approach with a descriptive research design was applied. A purposive sample was drawn from a total population of 355 LO teachers in the Western Cape, from schools situated in low and high socio-economic residential areas, public to private schools. The Health Research Ethics Committee of Stellenbosch University gave ethics approval S14/04/093 (Appendix 2) for the study. Interviews were guided with an interview guide, audio taped and then transcribed verbatim. Trustworthiness of the study was assured by applying the criteria of Lincoln and Guba: credibility, conformability, dependability and transferability which included affirmation of the transcriptions, member-checking through validation by the supervisors and the use of experts in nursing research and methodology. Data was collected and captured by the researcher.

The data was analysed according to Tesch's open-coding system, with themes and subthemes that were described.

The findings of the study included: not enough time was allocated for career guidance in LO; both public and private schools still differ in their ability to expose learners to careers; that decision making about a career choice was influenced by not only teachers but other significant others; that there was a decline in the number of learners interested in nursing; that the teachers have a lack of knowledge about nursing in general and that they are not necessarily the ideal people to promote nursing career pathways, as they have to consider many other career fields and have no specific loyalty towards promoting the nursing profession; they were also influenced by negative media reporting about nursing and by the general community, including those who find themselves in this career field .

Recommendations based on the scientific evidence include LO in the form of career guidance, which forms the ideal platform to promote nursing as a career of choice to learners; a

structured job shadowing programme should be developed by the different stake holders, such as the Department of Education, Department of Health and Department of Labour and policy makers in the nursing profession. Trends and demands in the job market, especially acknowledgement of the global shortage of nurses play a crucial role in the career guidance of learners at high school level.

OPSOMMING

Die uitdaging van 'n tekort aan verpleegsters in Suid-Afrika word vererger deur 'n ouerwordende werkersmag. 'n Strategie om die tekort aan verpleegsters aan te spreek, sluit in die bevordering van verpleging as 'n beroepskeuse vir hoërskoolleerders. Daar is die verwagting dat Lewensoriënteringonderwysers hierdie beroepskeuse onder leerders wat in hul finale jaar op sekondêre skoolvlak is, sal kan bevorder. Dit was dus nodig om onderwysers se persepsies en ervarings in hul begeleiding aan leerders aangaande verpleging as 'n beroepskeuse te ondersoek. Die navorsingsvraag vir hierdie studie was dus: "Wat is die ervarings en persepsies van Lewensoriënteringonderwysers se begeleiding aan leerders oor verpleging as 'n beroepskeuse?"

'n Kwalitatiewe benadering met 'n beskrywende navorsingsontwerp is toegepas. 'n Doelbewuste steekproef is uit 'n totale bevolking van 355 Lewensoriënteringonderwysers in die Weskaap vanaf skole in lae en hoë sosio-ekonomiese woongebiede tot privaatskole geneem. Die Gesondheidsnavorsingsetiekkomitee aan die Universiteit van Stellenbosch het etiese goedkeuring, S14/04/093 (Bylaag 2) vir die navorsingstudie verleen. Onderhoude is na aanleiding van die onderhoudgidsvrae gevoer, dis op band geneem en woordeliks getranskribeer. Betroubaarheid van die studie was verseker deur die kriteria van Lincoln en Guba se norme van geloofwaardigheid, ooreenkomstigheid, afhanklikheid en oordraagbaarheid toe te pas om die transkripsies te bevestig; deur studieleiers se bevestiging van deelnemers se response en die van vakkundiges in verpleegnavorsing en metodologie in te sluit. Data was gekollekteer en deur die navorser vasgelê.

Data is geanaliseer volgens die oopkoderingsstelsel van Tesch, en met temas en subtemas beskryf.

Die bevindinge van die studie sluit in: onvoldoende tyd word toegeken aan beroepsvoorligting in die aanbidding van Lewensoriëntering; beide openbare en privaatskole verskil steeds in hul vermoë om leerders bloot te stel aan beroepe; dat besluitneming oor 'n beroepskeuse nie net deur onderwysers beïnvloed word nie, maar ook deur geliefdes; dat daar 'n afname in die aantal leerders is wat in verpleging belangstel; dat die onderwysers 'n gebrek aan kennis oor verpleging oor die algemeen het en dat hulle nie noodwendig die ideale mense is om die verpleegberoep as beroepskeuse te bevorder nie, want hulle moet soveel ander beroepsmoontlikhede oorweeg en het geen spesifieke lojaliteite om dit te bevorder nie; hulle word ook beïnvloed deur negatiewe mediaverslaggewing oor verpleging en deur die algemene gemeenskap, insluitende diene wat hul in die beroep bevind.

Aanbevelings gebaseer op wetenskaplike bewyse sluit in Lewensoriëntering, in die vorm van beroepsvoorligting wat die ideale platform is om verpleging aan leerders as 'n beroepskeuse te bevorder. 'n Gestruktureerde skadudiensprogram behoort deur die verskillende rolspelers soos die Departement van Onderwys, die Departement van Gesondheid, die Departement van Arbeid en beleidbepalers van die Verplegingsberoep ontwikkel te word. Tendense en eise in die arbeidsmark, veral erkenning van die wêreldwye tekort aan verpleegsters, speel 'n kritieke rol in die leerders se beroepsvoorligting op sekondêre skoolvlak.

ACKNOWLEDGEMENTS

I wish to acknowledge and express my sincere thanks to:

To my Dad, Sydney Rhode, thank you for your support and assistance.

To my husband, Joseph, your unconditional love and support was such an inspiration, thank you for your assistance, encouragement, understanding and love.

To my children, Ethan and Darren thank you for being so supportive and understanding.

To my supervisors, Prof Stellenberg and Mrs Young, your help, motivation and support is much appreciated.

To the Western Cape Education Department and the Principals of the different schools, for allowing me to conduct this research project.

To the Life Orientation Teachers, thank you for your patience and assistance in making this research project a success

DEDICATION

In loving memory of my Mom, Ragma Rhode, who was my role model as a nurse; always there to motivate me and push me to my limits and sometimes even beyond. She was my inspiration in completing this study.

TABLE OF CONTENT

Declaration	ii
Abstract	iii
Opsomming	v
Acknowledgements	vii
Dedication	viii
List of tables.....	xiv
List of figures	xv
List of Appendices	xvi
List of acronyms	xvii
CHAPTER 1: SCIENTIFIC FOUNDATION OF THE STUDY	1
1.1 Introduction	1
1.2 Rationale.....	1
1.3 Significance of the study	6
1.4 Problem statement.....	6
1.5 Research Question	6
1.6 Research Purpose	6
1.7 Research Objectives	6
1.8 Research Methodology	6
1.8.1 Research approach and design	7
1.8.2 Population and sampling.....	7
1.8.2.1 <i>Specific criteria</i>	7
1.8.3 Validity and Trustworthiness	7
1.8.4 Interview guide.....	7
1.8.5 Pre-testing of interview guide.....	7
1.8.6 Data collection	7
1.8.7 Data analysis and interpretation.....	7
1.9 Ethical considerations	8
1.10 Operational definition of terms.....	9
1.11 Outline of the study	10
1.12 Summary	10
1.13 Conclusion	11
CHAPTER 2: LITERATURE REVIEW	12
2.1 Introduction	12

2.2	Sources consulted in literature review	12
2.3	The right to health care	13
2.4	Life Orientation.....	13
2.4.1	Roles and responsibilities of LO Teachers	14
2.4.2	Assessment of LO	14
2.4.3	Career guidance and counselling.....	15
2.5	Factors influencing the delivery of nursing care.....	17
2.5.1	Shortage of Nurses.....	17
2.5.2	Nursing as a female orientated career	17
2.5.3	Increase in growth of the South African Population vs. nursing population.....	18
2.5.4	Image of nursing.....	20
2.5.5	Education and training of nurses.....	21
2.5.5.1	<i>Historical overview of nursing education and training</i>	<i>21</i>
2.5.5.2	<i>Bursaries for nursing qualifications.....</i>	<i>22</i>
2.5.5.3	<i>Recruitment strategies</i>	<i>22</i>
2.6	Multi-generational effect on nursing	22
2.6.1	Generation Z.....	23
2.6.2	Generation Y.....	23
2.6.3	Generation X.....	23
2.6.4	Baby Boomers	24
2.7	Conceptual Framework	24
2.7.1	LO: Career guidance.....	24
2.7.1.1	<i>Decision-making Skills</i>	<i>25</i>
2.7.1.2	<i>Socio-economic factors</i>	<i>25</i>
2.7.1.3	<i>Diversity of jobs.....</i>	<i>25</i>
2.7.1.4	<i>Trends and demands in the job market</i>	<i>25</i>
2.7.1.5	<i>Opportunities within career fields.....</i>	<i>26</i>
2.7.1.6	<i>Lifelong Learning.....</i>	<i>26</i>
2.8	Summary	27
2.9	Conclusion	28
CHAPTER 3:	RESEARCH METHODOLOGY	29
3.1	Introduction	29
3.2	Research Purpose	29
3.3	Research Objectives	29
3.4	Research Question	29

3.5 Research methodology	30
3.5.1 Research approach and design	30
3.5.2 Population and sampling	30
3.5.3 Sampling	30
3.5.3.1 <i>Specific criteria</i>	32
3.5.4 Interview Guide	32
3.5.5 Pre-testing of the interview guide	32
3.5.6 Trustworthiness	32
3.5.6.1 <i>Credibility</i>	33
3.5.6.2 <i>Conformability</i>	33
3.5.6.3 <i>Transferability</i>	33
3.5.6.4 <i>Dependability</i>	34
3.5.7 Data collection	35
3.5.8 Data analysis and interpretation	36
3.5.8.1 <i>Diffusion of data</i>	37
3.5.8.2 <i>Identifying of themes</i>	37
3.5.8.3 <i>Coding</i>	37
3.5.8.4 <i>Clarification</i>	38
3.5.8.5 <i>Interpretation and checking</i>	38
3.6 Summary	38
CHAPTER 4: DATA ANALYSIS AND INTERPRETATION	39
4.1 Introduction	39
4.2 Section A: Biographical Data (Table 4.1)	39
4.2.1 Gender	39
4.2.2 Age	39
4.2.3 The private and public schools	40
4.2.4 Qualifications and years of experience of LO teachers	40
4.3 Section B: Themes that emerged from the interviews	41
4.4 Experiences of being a LO teacher	42
4.4.1 Passion for teaching LO	42
4.4.2 Value of LO for learners	44
4.5 Training received for teaching LO	45
4.5.1 Formal training	45
4.5.2 Informal training	46

4.6 Aspects about the subject LO	47
4.6.1 Life skills content	47
4.6.2 Career guidance	48
4.6.3 Resources available.....	49
4.7 Experience about guidance to nursing as a choice.....	51
4.7.1 Interest of learners about nursing.....	51
4.7.2 Knowledge of teachers about nursing	52
4.7.3 Sources to help guide towards nursing	54
4.7.4 Success in helping interested learners.....	55
4.8 Perceptions of nursing	55
4.8.1 Teachers.....	57
4.8.2 Learners	58
4.9 Summary	59
4.10 Conclusion	59
CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATIONS	60
5.1 Introduction	60
5.2 Discussions.....	60
5.2.1 Objective 1: The experiences of the LO teachers to guide learners in a career of choice at high schools in the Western Cape.....	61
5.2.1.1 <i>Conclusion</i>	62
5.2.2 Objective 2: The experiences and perceptions of LO teachers in guiding learners about nursing as a career of choice.....	62
5.2.2.1 <i>Conclusion</i>	64
5.3 Limitations.....	64
5.4 Recommendations	65
5.4.1 Life Orientation	65
5.4.1.1 <i>Recommendation</i>	65
5.4.2 Career guidance	66
5.4.2.1 <i>Recommendation</i>	66
5.4.3 Career choice	66
5.4.3.1 <i>Recommendation</i>	67
5.4.4 Nursing as profession	67
5.4.4.1 <i>Recommendation</i>	68

5.5 Conclusion 68

References 70

Appendices 77

LIST OF TABLES

Table 1.1: Grade 10 – 12 time allocation and topics for Careers and Career choices.....	3
Table 1.2: Differences between Generation Y and Generation Z	5
Table 2.1: LO topics and time allocation.....	16
Table 2.2: SANC Provincial distribution of population versus nurses in South Africa.....	19
Table 2.3: Age distribution of all nurses	20
Table 3.1: Purposive sampling from specific types of schools	31
Table 4.1: Participant Demographics	41
Table 4.2: Themes and sub-themes that emerged from the data	42

LIST OF FIGURES

Figure 2.1: Percentage of male nurses per country (Regan, 2012:1)	18
Figure 2.2: Diagram illustrating the conceptual framework	27

LIST OF APPENDICES

Appendix 1: Questionnaire: Semi-structured interview	77
Appendix 2: Stellenbosch University Ethics approval	78
Appendix 3: Patient information leaflet and consent form.....	80
Appendix 4: Permission from the Directorate for Research PGWC	84
Appendix 5: Language editor's certificate.....	85
Appendix 6: Technical formatter's certificate	86

LIST OF ACRONYMS

ACE LO	Advanced Certificate in Education: LO
CAPS	Curriculum and Assessment Policy Statement
DHET	Department of Higher Education
DoBE	Department of Basic Education
DoE	Department of Education
EM	Enrolled Midwife
EN	Enrolled Nurse
ENA	Enrolled Nursing Auxiliary
LO	Life Orientation
NCS	National Curriculum Statement
NDoH	National Department of Health
NQF	National Qualifications Framework
PGWC	Provincial Government of the Western Cape
RN	Registered Nurse
RM	Registered Midwife
SANC	South African Nursing Council
SES	Socio-Economic Status
Statssa	Statistics South Africa
US: Educ. Depart	United States Education Department
WCED	Western Cape Education Department

CHAPTER 1:

SCIENTIFIC FOUNDATION OF THE STUDY

1.1 INTRODUCTION

Nursing as a career field faces the challenge of an ageing nursing workforce, with the current National Nursing Strategy indicating that 43.7% of professional nurses are over 50 years of age. The majority of registered nurses are nearing their retirement age within the next ten years (Rispel & Bruce, 2015:118). The South African Nursing Council's (SANC, 2016:1) statistics of 31 December 2015, describe a more negative situation of 72% of the nursing population being between the ages of 40 and 69 years of age, with only 24% being under the age of 40 years. Furthermore, only 6 321 (4.6%) of the South African nursing population of registered nurses (136 854), are under the age of 30 (SANC, 2015:1).

Thus, nursing professionals and policy makers have been forced to implement strategies to address this decline in numbers and evident crisis of shortages in the nursing profession. The National Department of Health (NDoH) (2008:29) acknowledged the social positioning of the nursing profession as a problem area and identified the promotion of nursing as a career of choice to high school learners.

The nurse educator's experiences about choosing nursing as a career of choice were formulated by discussions with school learners who always speak about all other careers except nursing. When interrupted and asked about nursing as a career the response was negative. Furthermore, the selection of students to the entry level of nursing also confirmed that most applicants indicated that nursing was not their first choice for their careers. It was against this background that the researcher was motivated to conduct this research project.

1.2 RATIONALE

According to the DoH (2011:27) the shortage of registered nurses is determined by the vacancies for these positions, and in 2011 the vacancies for registered nurses were 22 352. Statistics from SANC (2015: 1) show that the average output of registered nurses who completed the 4-year programme over the last five years was only 3 192 per year, with an outcome of only 12 768 over the last 5 years. These figures do not equal half of the vacancies as reported by the DoH in 2011. Aggravated further is the growth in the South African population from 49 991 300 in 2010, to a total of 54 956 920 in 2015, a total growth of 9%. (Statistics South Africa, 2016:1). With the average age of practicing nurses being 41.5 years, the country faces a nursing crisis, characterised by shortages, a declining interest in the

profession and lack of a caring ethos amongst those that are in the profession (Rispel, Blaauw, Chirwa & De Wet, 2014:7).

The nursing profession will not be able to meet the demands of the country, which has shown not only a growth in population but an escalation in the quadruple burden of disease within global financial constraints. Thus, it has become essential to determine the experiences and perceptions of Life Orientation (LO) teachers as important influencers in guiding learners about nursing as a career of choice, to enable policy makers to formulate strategies in recruiting young people to the profession.

Mokoka, Oosthuizen and Ehlers (2010:1) found that the nursing profession struggles to retain nurses because of poor working conditions, long and inconvenient hours, uncompetitive salaries and limited professional development opportunities. A significant relationship was identified between job satisfaction and the marketing and promotion of nursing as a career of choice that exists. It was further found that the more dissatisfied nurses are with their jobs, the less they will promote their profession (Kagan, Biran, Telem, Steinovitz, Alboer, Ovadia & Melnikov, 2015:368).

Conway, Hardie and King (2007:138) from Australia found that career advisors seldom promote nursing as a career of choice, because of their limited knowledge of the profession. The perception they have of a nurse was only of that of a person with a caring nature, with no real knowledge of advanced career paths available. Bolan and Grainger (2005:137) advise that information about the multitude of nursing roles and the availability of advance practice roles should be made available to these professionals who have an influence on learners.

Varalakshmi and Moly (2009:185) describe career guidance as "...information, guidance and counseling services to assist students in making educational, training and occupational choices". LO is a subject that is followed from grade 8 and should play a significant role in guiding learners in their career choices, but this does not occur in schools.

Due to some of the most devastating inheritances of Apartheid, there are extreme levels of social inequality, demonstrated in the division of communities in high socio-economic areas and low socio-economic areas (Savahl, Adams, Isaacs, Hendricks, Matzdorff, Wagenaar, Abrahams & September, 2014:5). According to a study done by Prinsloo (2007:165), LO teachers in rural schools in South Africa do not have information on career guidance, and they are not formally trained to present the subject to learners. Career guidance teachers should be better equipped to inform high school learners of different career pathways (Mhlanga, 2011:239). Mkhize and Nzimande (2007:13) found in their study that only two from a total of 217 learners stated that they were influenced by the guidance counsellor. Mhlanga (2011:239) identified that offering career guidance is determined by the availability of resources, skills and

expertise, which is guided by the socio-economic level of the environment where the schools were situated or whether it was a private school.

Private schools are becoming an increasingly important role player in education showing a phenomenal growth in South Africa over the last two decades, due to dissatisfaction from parents with what is offered in public schools. Reasons include unrealistic teacher-to-learner ratios and not enough money allocated towards education per child. Some parents at these schools pay the equivalent of a university fee to have their children receive quality education (Brewer 2011:132).

The Department of Basic Education (DoBE) (2011:8) went through numerous changes after the start of Democracy in 1994, with major challenges to the Education System. Outcome Based Education was implemented to change education from a teacher- centered approach to a more learner-centered approach.

According to the national curriculum statement of 2006, orientation to the world of work, for example careers and career choices, is one of the critical outcomes of the LO subject. LO was made a compulsory subject from grade 10 to 12 (DoBE, 2011:8). The following table (table 1.1) represents the number of hours and topics to be covered during LO for the topic of careers and career choices for Grade 10 to 12.

Table 1.1: Grade 10 – 12 time allocation and topics for Careers and Career choices

	Grade 10	Grade 11	Grade 12
Hours	11 / year	8 / year	8 / year
Topics	<ul style="list-style-type: none"> • Subjects, career fields and study choices: decision-making skills • Socio-economic factors • Diversity of jobs • Opportunities within career fields • Trends and demands in the job market • The need for lifelong learning 	<ul style="list-style-type: none"> • Requirements for admission to higher education institutions • Options for financial assistance for further studies • Competencies, abilities and ethics required for a career • Personal expectations in relation to job or career of interest • Knowledge about self in relation to the demands of the world of work 	<ul style="list-style-type: none"> • Commitment to decision taken: locate appropriate work or study opportunities in various sources • Reasons for and impact of unemployment and innovative solutions to counteract unemployment • Core elements of a job contract • Refinement of portfolio of plans for life after school

Source: DoBE 2011:9

Conway et al. (2007:137) found that career counsellors seldom recommend a career in the nursing profession because they see nursing as an extremely challenging career and unachievable for the learner who is not academically strong. The Western Cape Provincial Nursing Strategy (Provincial Government Western Cape (PGWC), 2010:23), as well as the National Nursing Strategy (DoH, 2008:18) state that the most important strategy to address the nursing shortage is the promotion of nursing as a career of choice.

The new nursing qualifications, introduced through the Nursing Act 33 of 2005, are aligned with the National Qualifications Framework (DoH, 2013:42). However, no evidence exists about specific guidelines on how the information regarding the new nursing qualifications will be available to Career Guidance Facilitators at high school level.

Pool (2008:112) evaluated the perceptions of young people about nursing as a career of choice and found an overall rejection of nursing because of the image of nurses, for example nurses are seen as the right hand of the doctor. Pool (2008:88) also acknowledges the following reasons for young people rejecting nursing: lack of support at school level with regard to information and subject choices about nursing as a career of choice. Neilson and McNally (2013:205) suggest that the negative opinions of significant others about nursing as a career of choice, inclusive of parents and career guidance teachers influence the choices of academically high achieving school learners.

Preparing learners for their future and the world of work have become increasingly important for LO teachers. Parents, teachers and relatives of high school learners have the most influence in the career choices of the learners (Mkhize & Nzimande, 2007:13). Sathekge (2014:1) suggested that LO (LO) teachers do not receive much requests from learners or parents about nursing; approximately 40% received between one to five requests for information from learners per year, and a few teachers have suggested nursing as a career of choice to approximately only 20 learners in the past five years.

The views of the different generations toward nursing as a career of choice should be of importance to the nursing professionals and nursing policy makers (Jamieson, 2012:218). The different generations are shaped by different worldwide events, family values, parental influences, technology and communication; and this does have an impact on their choices and views of life (Lipscomb, 2010:267). Jones, Warren and Davies (2015:38) suggested the following differences between the Generation Y, young adults born between 1980 and 1994, entering the profession and Generation Z, born between 1995 and 2010, the future generation cohort to choose a career in nursing (Table 1.2).

Table 1.2: Differences between Generation Y and Generation Z

Generation Y (1980 – 1994)	Generation Z (1995 – 2010)
<ul style="list-style-type: none"> • Highly educated but expect support to achieve • Ambitious with high career expectations • Career motivated but not company loyal • Team player who requires frequent feedback on progress • Prefer managers to be mentors and coaches • Seek flexibility and work-life balance is paramount • Sense of personal ambition and confidence • Techno-competence rapidly developing • My family are my friends • Less well off than previous generations, relying on parents for financial support • Loyal and embrace diversity 	<ul style="list-style-type: none"> • Technology influences everything • Education is more self-directed • Thrive on instant gratification and prefer information to be delivered in rapid, short bursts if it is to be understood • Ambitious, but seek more flexibility • Insist on work-life balance • Spend more time changing employment and job hunting • May lack task specific skills • Pragmatic and individualist • Open-minded, respectful and tolerant of others, expect to see diversity • Technological multi-taskers, everything should be interconnected • Friends and social life are important • Personal freedom is non-negotiable

(Jones Warren & Davies, 2015:38)

Jamieson (2012:220) identified the following concerns about nursing conditions from Generation Y-nurses entering the nursing profession:

- Poor working conditions which include shiftwork
- A need for more adequate and safer staffing levels
- A dislike for paperwork
- Importance of looking at a fair workload, adequate nurse/patient ratio's
- Salary increases needed
- Poor relationships with (older) peers, as well as with supervisors.

Jones, Warren and Davies (2015:36) describe the next generation to enter the nursing profession (Generation Z) as “tech-savvy”, and that they will have a dramatic impact on the workplace with reference to work ethics and unique characteristics, systems of communication, opportunities for work-life balance, changed working routines, societal and technological settings. It is thus imperative to get to know the needs and values of the next generation who will choose nursing as a career field, to enable them to fulfill these needs to

attract and retain them for the profession. Without such plans, the enlarging population of South Africa will not have healthcare workers to look after the aging population in general.

1.3 SIGNIFICANCE OF THE STUDY

The scientific evidence obtained in this study about the experiences and perceptions of LO teachers about promoting nursing as a career choice can be used by the different stakeholders in nursing, universities, nursing colleges and professional associations to strategise the promotion of nursing as a career of choice at schools.

1.4 PROBLEM STATEMENT

The problem statement is based on the rationale, that indicates the problematic social positioning of the nursing profession in South Africa, and it appears that nursing is not being promoted amongst high school learners who are preparing for their career paths. This situation may negatively affect the nursing profession of South Africa which is already experiencing a shortage in registered professional nurses and a deficit in young people entering the profession.

1.5 RESEARCH QUESTION

The researcher posed the following research questions as a guide for this study:

“What are the experiences and perceptions of LO teachers in guiding learners about nursing as a career of choice?”

1.6 RESEARCH PURPOSE

The purpose of this study was to explore the experiences and perceptions of LO teachers in guiding learners about nursing as a career of choice.

1.7 RESEARCH OBJECTIVES

The objectives of this study were to explore:

- The experiences of LO teachers to guide learners in a career of choice at high schools in the Western Cape.
- The experiences and perceptions of LO teachers in guiding learners about nursing as a career of choice.

1.8 RESEARCH METHODOLOGY

A brief discussion is given in this chapter about the research methodology applied in this study, however a more detailed discussion will follow in chapter three.

1.8.1 Research approach and design

A qualitative approach with a descriptive design was applied to explore the experiences and perceptions of LO teachers to guide learners in a career of choice as well as experience and perceptions of LO teachers in guiding learners about nursing as a career of choice at high schools in the Western Cape.

1.8.2 Population and sampling

The target population of this study was Grade 12 LO teachers which included rural and urban teachers.

1.8.2.1 Specific criteria

The following specific criteria were applied:

- All LO teachers, male and female
- At least two years' of experience teaching LO to grade 12 learners
- Currently employed in such a position at either a private or public high school in a high or low socio-economic environment in the Western Cape.

1.8.3 Validity and Trustworthiness

Lincoln and Guba (1985:290) recommend four criteria for ensuring trustworthiness of qualitative research namely: credibility, transferability, dependability and conformability which were applied in this study.

1.8.4 Interview guide

A semi-structured interviewing guide (Appendix 1) based on the objectives of the study guided the interviews.

1.8.5 Pre-testing of interview guide

One participant of the study population was used to perform the pre-testing of the interview guide. The pre-testing took place at the school where the teacher was employed.

1.8.6 Data collection

The researcher used the interview guide to collect the data in semi-structured interviews with individual participants.

1.8.7 Data analysis and interpretation

Tesch's open-coding method, which involves eight steps of data analysis, was used as a guide to develop themes, categories and subcategories. Direct quotes were extracted from the transcriptions (Creswell, 2009:186).

1.9 ETHICAL CONSIDERATIONS

Burns and Grove (2009:189) state that: “....researchers and reviewers of research have an ethical responsibility to recognise and protect the rights of human research subjects”. The Declaration of Helsinki refers to the obligation of the principle researcher to submit the research proposal and all other research to an Ethics Committee to ensure the participants’ rights and safety are protected during a research study (World Medical Association 2013:2)

The Health Research Ethics Committee of Stellenbosch University gave ethics approval S14/04/093 (Appendix 2) for the purpose of this study. The participant informed consent form (Appendix 3) was also submitted to and approved by the Health Research Ethics Committee of Stellenbosch University.

The Western Cape Education Department gave written consent (Appendix 4) for the research project to be conducted at high schools in the province. An email was sent to the principals of the different schools to ask permission for the study to be conducted at the schools. An email was followed up with a telephone call to those who did not respond via email. The principles gave permission for the interviews to be conducted at the schools with the different LO teachers.

The second ethical principle of the Belmont report is respect for human dignity and include the right to self-determination and the right to full disclosure (Polit & Beck 2012:154). The right to self-determination refers to the principle of autonomy of eligible participants and that participation is totally voluntary, with informed consent given and the right to withdraw from the study at any time. Written informed consent to conduct and record the interviews was thus obtained from all the participants.

The principle of justice refers to fairness. Thus, participants were not discriminated against if they had decided not to participate in the research project or give their honest opinions about their perceptions and experiences in facilitating the subject LO (Polit & Beck 2012:155). LO teachers were ensured of total anonymity in this research project.

The principle of privacy of study participants refers to keeping information about another, which is not intended for others, to oneself (De Vos et al., 2011:390). All data that was collected during the research process was treated with the required privacy and confidentiality. In South Africa, the right to privacy is a fundamental right as listed in the South African Constitution’s Bill of Rights (Act No 108 of 1996) and it refers to the right to control the distribution of information about oneself. Researchers have a responsibility to keep all information of participants confidential, and should not divulge any information to a third party

without the permission of the participant (National Health Act 61 of 2003). No personal indicators such as contact details or names of the participants appeared on any of the tapes or notes. Each participant received a unique numerical letter for identification purposes, for example Participant 1 and Participant 2. All sources of the data will be kept in a locked cupboard for a period of five years.

The principles of beneficence and non-maleficence refer to the duty to do good and to prevent harm (Polit & Beck, 2012:155). The data-collection process was conducted by means of an interview and the interview might have caused some inconvenience to the participants as they had to give their time for this to take place. The study was of very low risk to cause any emotional disturbances and thus referral to counselling services were not required.

1.10 OPERATIONAL DEFINITION OF TERMS

LO – “is the study of the self in relation to others and to society. It applies a holistic approach in that it is concerned with the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners, and the way in which these dimensions are interrelated and expressed in life” (DoE, 2011:8).

Career guidance and counselling – is a process that gives students the opportunity to access resources to become knowledgeable about jobs and occupations, and assisting students to be active managers of their career paths (Varalakshmi & Moly 2009:513).

Perception - the way in which something is regarded, understood, or interpreted (Oxford dictionary 2016:1).

Experiences – Practical contact with and observation of facts or events (Oxford dictionary 2016:1).

Career guidance counsellor – helps learners to determine courses of study, decide on possible vocations and to assist students to map out their career path. They must be in possession of a Bachelor’s Degree with Psychology, Social Studies and Communication as main subjects (U. S. Bureau of Labor Statistics, 2015:1). In the South African context the LO teachers have the same functions and roles as the career guidance counsellors. For the purpose of this study the researcher will be referring to the LO teacher (Prinsloo, 2007:164).

Career guidance advisor - assists young people aged 13 to 19 in the transition from school to work, in providing them with the necessary information needed (Oxford dictionary 2016: np). In this study, and in the South African context, the career guidance advisor and counsellor is referred to as the LO teacher. According to the Department of Education’s national

curriculum statement of 2006, the roles and functions of the LO teacher are the same as the definition of a career guidance advisor.

LO teachers –facilitate the subject of LO, according to the revised curriculum statement of 2002 (DoE, 2003). The qualification required is a College Education Diploma or Bachelor's Degree in Education, with no requirement for specialisation (Prinsloo, 2007:164).

Socio-economic Status (SES) – “SES is measured as a combination of education, income, and occupation. It associates to social standing, class and privileges, power and control.” (Morgan, Farkas, Hillemeier, & Maczuga, 2009:402). Schools were identified according to the SES of residential areas as decided upon by municipalities.

High Schools - also referred to as a secondary school: means a school providing education from not lower than the eighth up to but not exceeding the twelfth grade (DoBE, 2010:105).

1.11 OUTLINE OF THE STUDY

Chapter 1: The scientific foundation of the study is discussed in chapter one with a brief description of the rationale, problem statement, research question, goals and objectives and research methodology.

Chapter 2: A literature review of the perceptions of LO teachers, career counsellors, as well as high school learners on nursing as a career of choice, are described. The literature of the Department of Education on LO as a subject to Grade 10 – 12 learners is also discussed.

Chapter 3: In this chapter the research methodology, which includes data collection, verification and analysis, applied during the research project are discussed in detail.

Chapter 4: In this chapter the data analysis and interpretation about the findings are presented.

Chapter 5: The conclusion, discussions and recommendations based on the scientific evidence found in the research study are presented.

1.12 SUMMARY

Chapter one provides a discussion on the background, rationale, and purpose and research methodology of the study. In this chapter an in-depth discussion was provided about the ethical considerations for this research study.

1.13 CONCLUSION

In view of the fact that there is currently a critical shortage of nurses, the career choices of the next generation play a fundamental role in addressing these shortages. The challenge of an ageing nursing workforce and the imminent nursing shortage crisis necessitates that the next generation should be stimulated to consider nursing as a career. The profession should be made more accessible to newcomers. The nursing profession and health policy makers identified the promotion of nursing as a career of choice as one of the strategies to address the threatening crisis of the shortage of nurses to provide in the health needs of an ever-growing population. Thus, career guidance of grade 10 – 12 learners could assist in promoting nursing as a career of choice.

This study aspires to explore the experiences and perceptions of LO teachers in guiding learners about nursing as a career of choice in the Western Cape.

Chapter two describes an in-depth discussion with reference to the relevant literature for this specific study.

CHAPTER 2:

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter a literature review on nursing as a career of choice and the perceptions of LO teachers on guiding learners are described.

The Department of Health's Human Resources for Health Strategy of 2011 recognizes South Africa as having a nurse-based healthcare system, with nursing as an essential component of health care delivery (NDoH, 2011:35). In support of this, the Provincial Nursing Strategy of the Provincial Government Western Cape Department of Health (PGWC, 2009:1) states that there is a steady decline in the number of young people choosing nursing as a career of choice. In the next paragraphs a discussion will follow about the sources that was consulted during the literature review.

2.2 SOURCES CONSULTED IN LITERATURE REVIEW

The literature review in a research project is an evaluation and combination of "the current theoretical and scientific evidence" about an identified research problem (Burns & Grove, 2011:137). The process of reviewing the literature was undertaken to search for and identify pertinent literature that would add value to the topic and improve understanding of the field to be researched. Articles were selected from a variety of electronic databases that include, Cinahl, Pubmed, Sciencedirect, Ebscohost and Sunscholar, as well as the South African Nursing Council and the Western Cape Education Department websites. To a greater extent, the material selected was not older than 10 years, yet still including seminal studies from an earlier time frame.

The purpose of this literature review was to investigate available scientific data about the image of the nursing profession, different marketing strategies to promote the nursing profession, an overview of the next generation of nurses and the subject of LO with specific reference to Career Guidance and Counselling in general.

Nursing is an important component of healthcare and the right of South African citizens to quality healthcare will be discussed next.

2.3 THE RIGHT TO HEALTH CARE

The Constitution of the Republic of South Africa 1996 (Act No. 108 of 1996) affords citizens the right to health care, and the Nursing Act 2005 (Act No 33 of 2005) prescribes how categories of nurses will provide this health care.

The Constitution of the Republic of South Africa (Act No 108 of 1996) states in the Bill of Rights that every citizen in the Republic of South Africa should have the right to access to an environment that is not harmful to their health and well-being - section 24(a), the right to healthcare services including reproductive health - section 27(1) (a) and that no one may be refused emergency healthcare section - 27(3). Furthermore, the National Health Act 2003 (Act 61 of 2003) recognizes the importance of an adequate supply of healthcare workers to meet the population's healthcare needs.

The Nursing Act 2005 (Act No 33 of 2005) defines nursing as a "caring profession, practised by a person registered with the South African Nursing Council, which cares for and treats a healthcare user to achieve or maintain health and where this is not possible, cares for a healthcare user so that he or she lives in comfort and with dignity until death." The Nursing Act 2005 (Act No 33 of 2005) also identifies the following categories of nurses: Registered Nurse, the Registered Staff Nurse, and the Registered Enrolled Nursing Auxiliary.

The critical shortage of nurses forces authorities to explore all avenues to address this crisis (Wildschut & Mqolozana, 2008: 62), especially since the interest in nursing as a profession of choice is so low amongst the generation younger than 25 years (SANC, 2016:1). Nursing is an aging profession, which means the next generation's interest should be stimulated in this career field, with the profession to be made more accessible to newcomers (Rispel & Bruce, 2015:118). Sathekge (2014:49) found that career guidance plays an important role in the career choices of high school learners, during this process the LO teacher must provide the learners with information on different careers so that the learners can make informed decisions about their careers.

2.4 LIFE ORIENTATION

The subject LO was introduced to equip the youth to be healthy, responsible citizens who are able to live productive lives, as well as to prepare them for the many challenges they face in their different communities (Panday, 2007:4). LO is the study of the self in relation to others and to society; it is an application of an all-inclusive approach which includes the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of the learner (DoBE, 2011:8). The subject LO, if optimally implemented may have the potential to

initiate change in the students' lives and redress the social and economic inequalities of the Post-Apartheid era (Brown, 2013:8).

Price (2008:12) found that childhood experiences, including family, peers and interactions with the career guidance teachers have the biggest influences on the career choices learners make. LO teachers are thus important people in the lives of young, mouldable teenagers that have to deal with difficult issues and choices about life in general and about decisions specifically about their immediate future.

2.4.1 Roles and responsibilities of LO Teachers

The DoBE went through numerous changes after the Democracy era started in 1994. These changes brought about numerous challenges to the Education System. Outcome Based Education was implemented to change education from a teacher- centered approach to a more learner-centered approach, and LO was added as a compulsory subject from grade 10 to 12 (DoBE, 2011:8). According to the National Curriculum Statement of 2006, orientation to the world of work, for example careers and career choices are some of the critical outcomes of the LO subject.

Prior to the curriculum transformation, most South African schools offered subjects which incorporated counselling and career or vocational guidance, however comprehensive career guidance and counselling was only offered in South Africa at tertiary institutions or through private companies, by qualified psychologists (Van Deventer, 2009:128).

The subject LO is seen as an important part of the senior phase curriculum by the majority of teachers, as it prepares the learners for their integration into the community and equips them to make informed decisions about their future and careers (Prinsloo, 2007:155; Van Deventer, 2009:127). Despite this fact, the subject lacks the attention it needs because teachers are not equipped or trained to present this subject of LO (Prinsloo, 2007:170). A study by Mkhize and Nzimande (2007:13) found that only two from a total of 217 learners stated that they were influenced by their guidance counsellors.

2.4.2 Assessment of LO

The DoBE (2011:1-36) has specific criteria with reference to assessment of learners and how to determine the marks of Grade 12 learners. Assessments include informal and formal assessments. A variety of informal assessments are recommended in the assessment policy, which include certificate courses, such as a First Aid course which could contribute to the learner's curriculum vitae. Formal assessments include examinations and assignments. For LO a national examination is not required in grade 12 but two internal examinations managed

by the particular school are written in each grade (10-12). In grade 12 a sample of 5% of the examination scripts are externally moderated. However, the marks obtained in this examination contribute to 20% of the final achievement mark of the grade 12 learner. The number of hours required for examinations are shown in table 2.1.

2.4.3 Career guidance and counselling

Varalakshmi and Moly (2007:513) describe career guidance as "...information, guidance and counselling services to assist students in making educational, training and occupational choices".

In the United States of America, the career guidance counsellor is employed by an educational institution to mainly equip individuals in making and implementing informed social, educational and occupational choices (US: Educ. Depart, 2015:1). A career guidance counsellor develops an individual's competencies in self-knowledge, educational and occupational exploration, and career planning (US: Educ. Depart, 2015:1). The requirements for a position as a career guidance counsellor is a degree in Psychology, whereas in South Africa, the LO teacher is dependent on the minimal training of Educational Psychology received during the basic training in Education (Prinsloo, 2007:167). The Policy on Minimum Requirements for Teacher Education Qualifications, of the Higher Education Qualifications Framework (No 583 of 2011) prescribes an undergraduate qualification in Psychology, or the Advanced Certificate in Education: LO (ACE LO) as the basic requirement to teach LO (DoE, 2011:61). The policy also prescribes the minimum requirement for the qualification as a LO teacher in a highly specialised area, should be on NQF level 7 with Psychology and Physical Education.

In the South African context, the LO teachers have the same functions and roles as the career guidance counsellors (Prinsloo, 2007:164).

Table 2.1 illustrates the topics included in the LO curriculum, which were developed to address skills, knowledge and values about the self, the environment, responsible citizenship, a healthy and productive life, careers and career choices (DoBE, 2011:9).

The LO curriculum includes careers and career choices as a topic and the following areas must be covered during the grade 12 year:

- Subjects, career fields and study choices: decision-making skills
- Socio-economic factors
- Diversity of jobs
- Opportunities within career fields
- Trends and demands in the job market

- The need for lifelong learning (DoBE, 2011:8).

Table 2.1: LO topics and time allocation

Topic		Hours allocated
1	Development of the self in society	9
2	Social and environmental responsibility	3
3	Democracy and human rights	4
4	Careers and career choices	8
5	Study skills	4
6	Physical education	28
	Examinations	24
Total hours		80

Source: Department of Basic Education 2011:8

LO should play a significant role in guiding learners in their career choices, but this is not done in schools (Prinsloo, 2007:166). According to the study done by Prinsloo (2007:165), LO teachers in rural schools in South Africa do not have information on career guidance and they were not formally trained to present the subject to learners. Career guidance teachers / LO teachers should be better equipped to inform high school learners of different career pathways (Mhlanga, 2011:239). The introduction of career choices to learners should start at a very early stage of secondary school to expose the learners to the working environment (Knight, Abdallah, Findeisen and Melillo, Dowling, 2011:146).

Bolan and Grainger (2005:137) found that American career guidance counsellors have inadequate information of practice situations and opportunities available in the nursing profession. They advised that the multitude of nursing roles and the availability of advanced practice roles should be made available to career guidance counsellors. Conway et al. (2007:138) in Australia found in their study that career guidance is offered by career advisors and they seldom promote nursing as a career of choice, because of their limited knowledge of the profession. The perception they have of a nurse is only that she should have a caring nature, with no real knowledge of advanced career paths in the profession.

Conway et al. (2007:137) indicated that career counsellors seldom recommend a career in the nursing profession because they see nursing as an extremely challenging career and unachievable for the learner who is not academically strong. They also found that there was very little awareness amongst the career advisors about the variety of roles and opportunities

offered in a nursing career; and this combined with the low interest in the nursing profession by high school learners, have a very negative effect on nursing.

2.5 FACTORS INFLUENCING THE DELIVERY OF NURSING CARE

2.5.1 Shortage of Nurses

Hassmiller and Cozine (2006:268) have identified that due to the shortage of nursing staff, nurses work longer hours and have more shifts with an increased patient load. Consequently, this has a direct influence on the quality of the care that patients receive. Quality nursing care saves lives, but nurses are often forced to work under conditions which are far from ideal, specifically with high nurse-to-patient ratios. The high nurse-to-patient ratios may result in patients dying, developing hospital acquired infections, injuries or sent home too soon with inadequate patient education about how to take care of their illnesses or injury (Cimiotti, Aiken, Sloane & Wu 2012:486). As a result they are readmitted, often sicker than before. Inadequate nursing staff have a direct effect on patients developing hospital acquired infections, as well as an increased risk of adverse patient outcomes, mortality and morbidity rates resulting in an increase in hospitalization (Buerhaus, Donelan, Ulrich, Norman & Des Roches, 2007:854).

Friese, Lake, Aiken, Silber and Sochalski (2008: 1145) found that nurse staffing and educational training of registered nurses were meaningfully linked with patient outcomes. In a study done by Everhart, Neff, Al-Amin, Nogle and Weech-Maldonado (2013:146), it was found that a reduction in nurse staffing may negatively affect financial performance of a healthcare institution.

Jirwe and Rudman (2012:1615) identified the following reasons why students choose a career in nursing; namely as a genuine interest in the profession, for practical reasons and a very small group choose nursing as a default choice. In a study done by Jan and Sikander (2012:10), it was found that students have a relatively positive image of the nursing profession, but they were not well informed of the benefits and opportunities in choosing nursing as a career of choice.

2.5.2 Nursing as a female orientated career

The nursing profession was historically perceived as the rational profession to pursue, as it is known to provide financial security and long-term employment, something that is not necessarily guaranteed in other fields where outsourcing poses a real threat to job security. Despite the increasing demand for nurses, the profession is dominated by women, although men are in no way barred from entering the profession. However, the Florence Nightingale image still has an influence on the profession being female-dominated with various obstacles

they face when pursuing this predominantly female field (O'Connor, 2015:194). According to the SANC's statistics (2016:2), there are 136 854 nurses registered in South Africa of which 12 455 (9%) are registered male nurses. In United States of America there were 3.5 million employed nurses in 2011, of which 3.2 million were female and 330 000 (9.4%) registered male nurses (U.S. Census Bureau, 2013:2). Graph 2.1 illustrates the total male nurses in the different countries, with Saudi Arabia having the highest male nurse population and a shortage of female nurses, because of the social status of women and the limited jobs they can do (Regan, 2012:1).

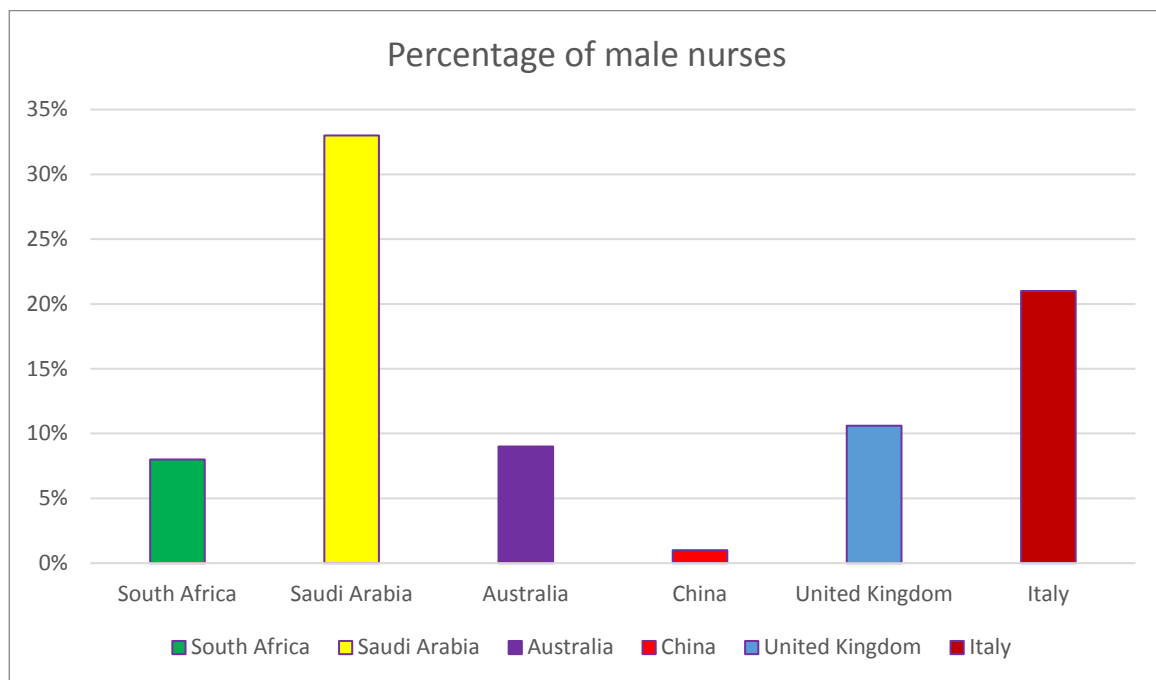


Figure 2.1: Percentage of male nurses per country (Regan, 2012:1)

2.5.3 Increase in growth of the South African Population vs. nursing population

The total South African population was estimated at 54 956 920 on 31 December 2015, and the total registered nurses in South Africa was 136 854 on the same date, indicating a ratio of nursing manpower versus the population of South Africa as 1:402 (SANC, 2016:2). During the period of 2010 to 2015 the South African population grew from 49 991 300 to a total of 54 956 920, a total growth of 9%. However, the output of the 4-year nursing qualification from all higher nursing education institutions increased by only 9,8% from 2 966 in 2010 to 3 291 in 2015, with the critical shortage of registered nurses not addressed at all during the last 5 years (SANC, 2016:2).

Table 2.2 gives an indication of the estimated ratio of the total population per one RN (four years of study), EN (two years of study) or ENA (one year of study). Democratic Nursing

Organisation of South Africa indicated that the SANC statistics of previous years, on these estimated ratios included the number of registered nurses who are practising abroad, as well as those that are not practising at all, but remains registered with the SANC. There are thus no actual data available on these two groups and they are only estimated at 18% of the total number of registered nurses with SANC (Bateman, 2009:566).

Table 2.2: SANC Provincial distribution of population versus nurses in South Africa

Province	RN	EN	ENA	Total
Northern Cape	522:1	2707:1	1003:1	305:1
Western Cape	371:1	960:1	714:1	195:1
Eastern Cape	447:1	1309:1	927:1	245:1
Limpopo	512:1	982:1	587:1	214:1
North West	398:1	1159:1	739:1	212:1
Mpumalanga	607:1	1392:1	1045:1	301:1
Gauteng	371:1	781:1	693:1	184:1
Free State	348:1	1242:1	840:1	205:1
KwaZulu-Natal	367:1	442:1	836:1	162:1
Total (RSA)	406:1	807:1	767:1	200:1

Source: SANC, 2015:2

In 2008, the Health Systems Trust reported an average nursing vacancy rate of 40.3% in South Africa, which increased to 46% in 2012 according to the Department of Health statistics (Business Day Live, 2013: np). Contrary to this the current unemployment rate amongst the youth is 36.9 (Statssa, 2016:5).

According to the SANC statistics of 31 December 2015, the age distribution of registered nurses indicates that approximately 79.8% of the registered nursing population is older than 50 years and will be reaching retirement within the next ten years. The statistics also show that registered nurses under the age of 34 equate to only 13% of the South African Nursing population, this means that from a total of 133 127 registered nurses only 17 512 are under the age of 34 (SANC, 2016:01).

Table 2.3: Age distribution of all nurses

Age Group	RN / RM	EN / EM	ENA
< 25	144	942	1521
25 –29	5797	8359	8880
30 –34	11571	12058	13160
35 –39	13369	11763	12179
40 –44	18134	10613	10626
45 –49	18985	7921	7484
50 –54	21629	6198	5834
55 –59	19410	4726	4993
60 –64	12527	2807	3497
65 –69	6741	974	1411
> 69	4609	377	347
Not Reported	211	153	487
TOTAL	133127	66891	70419

Source: SANC, 2015

Statistics of the South African Nursing Council shows that from 2005 to 2014, there was an increase of 52% in the number of nurses completing the 4-year programme according to Regulation 425 as promulgated through the Nursing Act No 50 of 1978, from nursing institutions of South Africa (SANC, 2015:01). This however is not enough to provide for the 13% growth in the South African population from 46 888 200 to 54 001 955 reported between January 2005 to December 2014 (SANC, 2015:02). An increase in nurse recruits is thus necessary amongst the youth, with attention to factors that will attract and retain them.

Potts and Gaulrapp (2013:459) state that nursing needs to maintain and expand its positive attributes, decrease misperceptions about this career field, and position itself as a highly competitive career option.

2.5.4 Image of nursing

In a study done by Meiring (2010:108) it was found that despite the positive image of nursing, only 43.6% of the participants as a sample of the general public of South Africa, indicated that they would like their children to become nurses. Meiring (2010:108) also indicated that nursing is not viewed as a career of choice by the South African public, because they do not understand the complexities of nursing as a career. A comment by the Health Minister, Dr. Aaron Motsoaledi, for which he was forced to apologize in parliament, aggravated an already

volatile state of affairs by saying: “patients deserved better than the “devils in white”, referring to nurses in public healthcare facilities” (Makhubu, 2016:np).

Seago, Spetz, Alvarado, Keane and Grumbach (2008:104) state that nursing lags behind other professions, such as medicine and physiotherapists in areas such as job independence, occupational prestige and status. Apart from this lack of prestige, Mokoka, et al. (2010:1) found that the nursing profession also struggles to retain nurses because of poor working conditions, long and inconvenient hours, uncompetitive salaries and limited professional development opportunities. As described in the 2008 Nursing Strategy, the poor quality of work-life for nurses is one of the important factors that negatively influences the recruitment and retention of nurses (DoH, 2008:12).

Neilson and Laude (2008:680) found that high school students with higher subject grades are not interested in a career as a nurse; they feel that the job of a doctor is more important and academic, as they cure patients, while the nurse’s job is more practical and routine orientated as they only care for patients. In a study done by Neilson and McNally (2013:205) it was found that the significant others have a negative influence on high academic achieving school learners' choice of nursing as a career field. The influence of parents, guardians, guidance teachers and career advisors were apparent, as they advised actively against this career field when a child showed academic potential.

2.5.5 Education and training of nurses

The critical shortage of nurses in the private and public healthcare system in South Africa is reflected globally as a phenomenon (Buchan & Aiken, 2008:3262). Wildschut and Mqolozana (2008:62) found that in order not to worsen the critical nursing shortages, South Africa must keep their current nursing population output from Nursing Education Institutions at 5 837 per year. This alone will however not address the growing shortage of nurses. In addition, the Provincial Nursing Strategy of the Western Cape Department of Health stated in 2008 (PGWC, 2008:1) that the training of nurses is not well coordinated and tends to be very fragmented nationally.

2.5.5.1 Historical overview of nursing education and training

Public nursing training has declined significantly in recent years, due to a decrease in provincial budgets and the restructuring of the higher education system; this has led to restructuring of nursing education colleges and closing or merger of public nursing colleges (Breier, Wildschut, & Mqolozana, 2009:1). Blaauw, Ditlopo, and Rispel, (2014:10) found that the Post-Apartheid nursing transformation, and review of nursing qualifications took more than 10 years and the policy formulation was finally promulgated in 2013. They criticised the slow

development, inadequate governance by SANC and the Department of Health, inadequate planning for implementation and the unsuitability of the proposals for South Africa.

2.5.5.2 Bursaries for nursing qualifications

To improve this nursing position, the Provincial Government of the Western Cape: Department of Health's Provincial Nursing strategy of 2008 made available 200 bursaries for full time undergraduate nursing students registering at the University of the Western Cape or The Cape Peninsula University of Technology for studies (PGWC, 2010:2). However, tertiary institutions that do make bursaries available for undergraduate students are limited and have strict requirements, and this effort alone will not help to address the critical shortage in the nursing profession.

However, the Western Cape Provincial Nursing Strategy (PGWC, 2010:23), as well as the National Nursing Strategy (DoH, 2008:18) recognizes that the most important means to address nursing shortages is to promote and market nursing as a career of choice.

2.5.5.3 Recruitment strategies

It was also noted by Mkhize and Nzimande (2007:19) that different corporate companies do recruitment and that professions and disciplines offer bursaries and internships to students in general to promote their profession, as well as visit schools to market their institutions and profession, actions that have to be used more by those recruiting for nurses.

Students enroll in higher education because they are interested in obtaining a qualification that would ensure job safety. However, learners have stated that they are not adequately prepared for the change in the environment and the challenges of tertiary institutions during the transition from high school to tertiary institutions (Bass, 2011:49). A nursing qualification definitely affords one a secure job, even during unstable economic situations with enticing short and long term benefits (Entwistle, 2009:1). Staiger, Auerbach and Buerhaus (2012:1463) found that during economic down times, the need for health care will continue and the nursing shortage will still be there. Therefore, during a recession, the number of nursing professionals will increase, as people see nursing as a secure job. Potts and Gaulrapp (2013:459) found that the perceptions of high school learners were relatively positive with regard to the nursing profession, but they did not have enough information to choose nursing as a career field.

2.6 MULTI-GENERATIONAL EFFECT ON NURSING

Nurses and hospital management must cope with the challenges posed by several generations in the workplace, each with its own distinct characteristics and values, working together within the same organizations (Keepnews, Carol, Brewer, Kovner & Shin, 2010:155).

2.6.1 Generation Z

McCrindle (2014:10) describes generation Z as persons born between 1995 and 2009; they are the “tech-savvy” generation who are seeing political and economic turbulences, acts of terrorism, the birth of the smartphone and the power of communication through social media. Schawbel (2014:1) investigated the characteristics of generation Z and found that they are more entrepreneurial and want to work independently. Halperin and Mashiach-Eizenberg (2014:1330) found that the main stimulus behind choosing nursing as a career field for this generation was an altruistic motivation, an opportunity to help others. Generation Z persons are very independent, deeply altruistic, they care deeply about their environment, their community and global humanitarian issues. These characteristics make them viable to enter the nursing profession (Jones et al., 2015:36).

2.6.2 Generation Y

Generation Y individuals born between 1981 and 1994 believe that there is more to life than work, they see work as a means to enjoy life, and life comes first (Jones et al., 2015:36). Lipscomb (2010:267) found that because the parents of Generation Y included them in decision-making processes, they are used to giving their opinion and being so strongly opinionated that they want to give input in their scheduling and work processes. She also found that different generations ranked their work satisfaction differently. Salaries and professional status were ranked top for the Generation Y-group, but lower down for the Generation X-group.

Generation Y-nurses are very passionate about their career in the nursing profession, but their loyalty to the profession is being influenced by different factors: such as excessive stress levels, workplace bullying, remuneration and the impact of shiftwork on their family and social life (Jamieson, 2011:36).

2.6.3 Generation X

Keepnews et al. (2010:156) had the following description of Generation X that includes individuals born between 1965 and 1980. Members of Generation X are described as a group who looks for balance between work and family or leisure. Some of their characteristics are described as being realistic, team-oriented, have advanced technological skills, prefer to work independently and seek a working environment in which they can apply their expertise. Generation X-members are confident in technology and can contribute to their work productivity.

2.6.4 Baby Boomers

Keepnews et al. (2010:156) had the following description of the Baby Boomers, with individuals born between 1946 and 1964; they are described as uncompromising, hard-working and devoted, and appreciate advancements, position and titles. The difference between baby boomers and the Generation X-group is that work takes preference over family for many Baby Boomers and most nursing leadership roles are occupied by baby boomers. (Keepnews et al., 2010:157).

2.7 CONCEPTUAL FRAMEWORK

De Vos et al. (2011:36) describe a conceptual framework as the integration of scientific statements that have common structures developed by the researcher through identifying and defining concepts and proposing relationships between these concepts. Polit and Beck (2008:143) declare that the purpose of such a framework is to make research findings suggestive and generalizable. In this section, the conceptual framework developed from the literature review and the research findings will be discussed, as illustrated in Figure 2.2 on Page 34.

2.7.1 LO: Career guidance

As illustrated in table 2.4, the LO curriculum includes careers and career choices which refer to career guidance. LO teachers take on different roles during the facilitation of the subject, the teacher and students as a whole and would help researchers and policy makers to see whether the counselling role of the teachers intensifies in the lower socio-economic areas (Brown, 2013:11). Students who achieve good grades and who are considering a career in nursing can be actively dissuaded against it by family, career advisors or career guidance teachers (Neilson & McNally, 2013:209). The decision-making process of young adults during the transition phase, from school to tertiary institutions, is a very complex process and is influenced by different external factors, such as socio-economic aspects, for example the financial status of the family (Pool, 2008:111).

It seems that LO (LO) is taught by a wide variety of teachers that are not specialists in this field (Van Deventer, 2009:127). According to Christiaans (2006:178), insufficient support from the DoE does not improve the situation; LO with specific reference to career guidance is influenced by this.

The National Curriculum Statement: Curriculum and Assessment Statement for Further Education and Training Phase – Grade 10-12 on LO gives clear guidelines about what is expected of the LO teachers. For the purpose of this study the curriculum gave guidance to the study.

2.7.1.1 Decision-making Skills

The LO curriculum includes topics such as:

- difference between career field
- occupation, career and job
- various subjects and career options
- steps in choosing and decision-making process
- knowledge about life domains, i.e. physical, psychological and spiritual, practical, leisure and growth and community (social, physical and community).

The skills, values and experiences of the LO teachers can influence the effectiveness of the aims and objectives of LO (Oosthuizen, 2014:104). One of the objectives of LO is to equip the learner to keep to a commitment to a decision taken, for example job or course application for additional or higher education. LO is also supposed to equip learners with skills for final action, namely applications for funds and studies, completing forms, accommodation and travel arrangements, locate appropriate work or study opportunities from various sources.

2.7.1.2 Socio-economic factors

The learner is made aware of the socio-economic factors impacting on the wellbeing of communities and individuals. Aspects which need to be considered in choosing a career and study choices include community needs, availability of finances, affordability, stereotyping, accessibility and impact of income tax on final salary package (DoBE, 2011:12).

2.7.1.3 Diversity of jobs

The LO teacher must provide innovative solutions to counteract unemployment which include: volunteering, part-time jobs, community work, entrepreneurship and informal jobs, financial and social viability of entrepreneurship and other employment options including awareness of SARS tax obligations, the impact of corruption and fraud on the individual, company, community and country (DoBE, 2011:15).

2.7.1.4 Trends and demands in the job market

The LO teacher must be aware of trends and demands in the job market and bring these to the attention of the learner: these include reading the market for trends about emerging demands or changing patterns of careers, scarce skills and the job market, regarding jobs and identifying niches, growth and decline of various occupations and fields of work and competencies linked to these jobs, SAQA, the NQF framework and recognition of prior learning (DoBE, 2011:10).

2.7.1.5 Opportunities within career fields

Opportunities within different career fields, including work in recreation, fitness and sport industries should be covered in the curriculum, as well as research skills, salary package, promotion and further study prospects, profitable use of time, how to use talents in working and career opportunities, enjoyment and transfer of skills to other related industries (DoBE, 2011:10).

2.7.1.6 Lifelong Learning

The LO teacher is expected to promote the concept of lifelong learning in the learners who will be entering the world of work. Lifelong learning will ensure continuous professional development, and an important aspect for the nursing profession as the profession is a continuously changing career path.

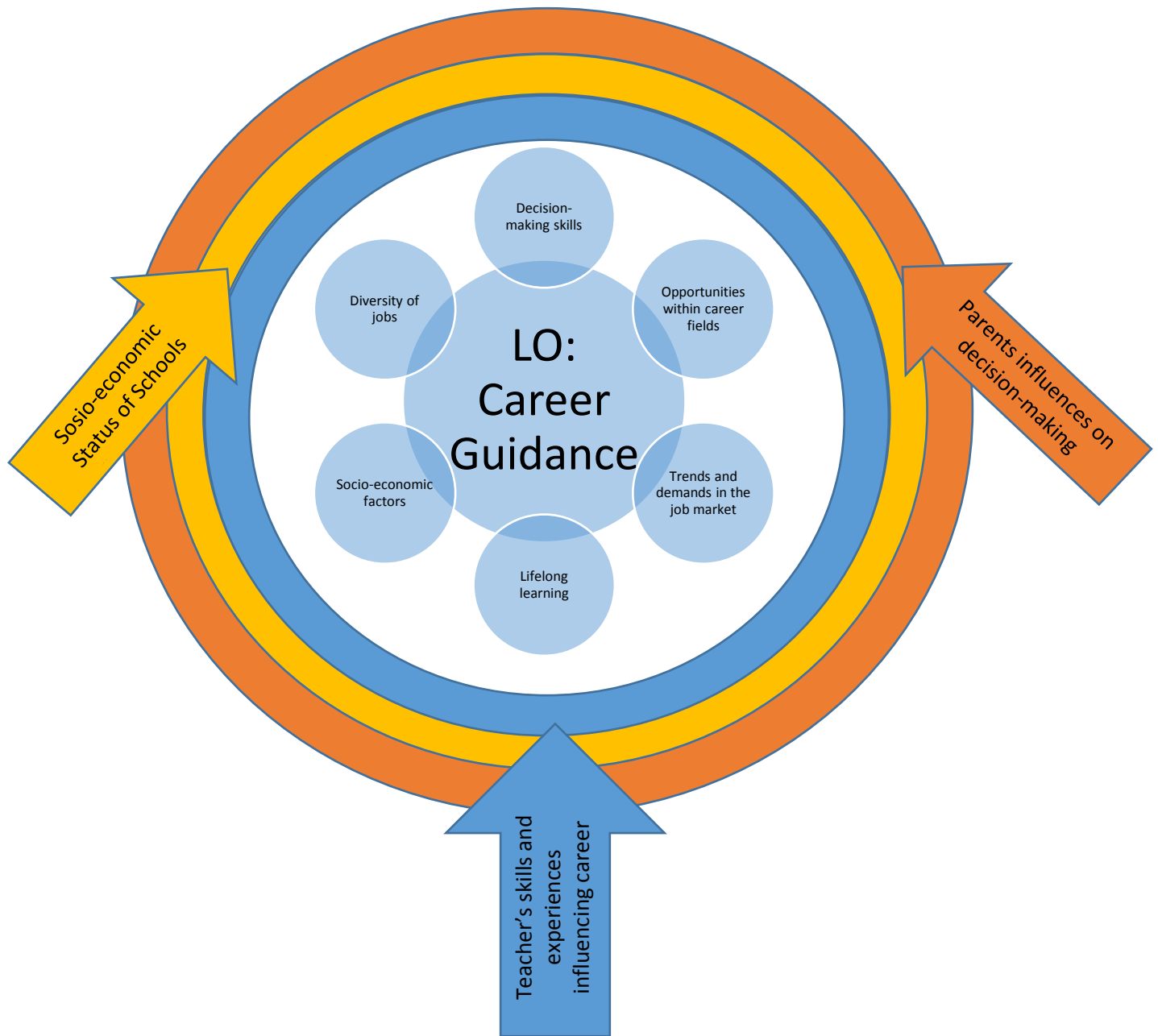


Figure 2.2: Diagram illustrating the conceptual framework

(Illustration by the researcher)

2.8 SUMMARY

The literature review supports the fact that the next generation is being influenced by several internal and external factors during the decision-making process, in choosing their career field. The conceptual framework guides the researcher in understanding the decision-making process of the grade-12 learner when choosing a career, as well as the influence of the LO

teachers during this process. Statistics provided by SANC indicate that nursing as a career field should be advertised more intensively, so that the population of nursing may increase.

Chapter two further portrayed a wide variety of literature on the image of the nursing profession, as well as the perceptions of the different generations on nursing as a career of choice. The literature review also included the subject LO, the content and assessment.

In Chapter three the research methodology that was used to explore the experiences and perceptions of LO teachers on guiding learners about nursing as a career of choice will be discussed.

2.9 CONCLUSION

Different factors influence the facilitation of LO to grade 12 learners, such as the skills and expertise of LO teachers, the socio-economic status of the area, in which the school is situated, as well as the family and society of the learners. The LO curriculum is quite clear on the expectations of the LO teachers, but the skills of the LO teachers are not being developed to facilitate the subject optimally.

The expectations of the different generations are important, as work dissatisfaction can occur when they meet and clash in the workplace, causing disillusionment and losses to the profession, as the Generation Z's are not settled in their profession yet, and can relatively easily switch careers whilst still so young.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter was to describe the methodology applied to explore the experiences and perceptions of LO teachers in guiding learners about nursing as a career of choice.

De Vos et al. (2011:109) describe research methodology as a research plan with specific steps, to answer the research question or to solve the research problem. The researcher applied the research process and followed all the required steps to ensure that the rigour of the study was maintained.

3.2 RESEARCH PURPOSE

De Vos et al. (2011:94) describe a research purpose as the reason for conducting a research study, or something that you propose to do.

The purpose of this study was to explore the experiences and perceptions of LO teachers in guiding learners about nursing as a career of choice.

3.3 RESEARCH OBJECTIVES

The objective of the research study is the measurable aspect to the research study that the researcher plan or propose to do (De Vos et al. 2011:94).

The objectives of this study were to explore:

- The experiences of the LO teachers to guide learners in a career of choice at high schools in the Western Cape
- The experiences and perceptions of LO teachers in guiding learners about nursing as a career of choice.

3.4 RESEARCH QUESTION

Burns and Grove (2009:167) describe a research question as a brief, probing statement developed to guide a research study. The researcher posed the following research question as a guide for this study:

“What are the experiences and perceptions of LO teachers in guiding learners about nursing as a career of choice?”

3.5 RESEARCH METHODOLOGY

3.5.1 Research approach and design

De Vos et al. (2011:109) describe a research design as a plan, or structured framework that concentrates on the end product, and how the researcher intends to conduct the research, in order to address the research problem. Qualitative descriptive research focuses on qualitative aspects of meaning, experience and understanding, and the study of human experience from the viewpoint of the research participants in the context in which the action takes place (Polit & Beck, 2012:113).

In this study, the researcher applied a qualitative approach with a descriptive design to explore the experiences and perceptions of LO teachers in guiding learners about career choices in general and nursing specifically.

3.5.2 Population and sampling

Population refers to all the elements that meet the sample criteria for inclusion in a study, sometimes known as the target population (Burns & Grove, 2009:714). Polit and Beck (2008:761) refer to population as the entire set of individuals or objects, having common characteristics and describe a population as the entire group of people with the same common characteristics.

The target population of this study was Grade 12 LO teachers at both urban and rural, public and private high schools of the WCED, which has 355 registered public high schools and 55 private high schools. LO is a compulsory subject at all public schools, but not at private schools, but although it is not a compulsory subject at private schools, most of the private schools offer the subject LO to prepare the learners for tertiary education and their life after school.

3.5.3 Sampling

Babbie and Mouton (2006:164) refer to sampling as the process of selecting opinions and generalising from those observations to a much wider population. Polit and Beck (2012:765) describe sampling as the method of selecting a part of the population to represent the whole population. De Vos et al. (2011:294) suggest two criteria to ensure an adequate sample size: at least ten participants or until data saturation is reached.

For the purpose of this study, a non-probability purposive sample of twelve Grade 12 LO teachers was drawn to explore their experiences and perceptions in guiding learners about nursing as a career of choice. To ensure that a variety of schools from different socio-economic areas were included, purposive sampling, also referred to as selective sampling,

was applied. This sampling method is appropriate for qualitative research, where the researcher consciously selects certain participants (Burns & Grove, 2009:355). This sampling method allows the researcher to consciously select certain participants because of specific features that are of particular interest to the specific study (De Vos et al., 2011:392).

The target population of this study was Grade 12 LO teachers at 355 registered public and 55 private high schools in both urban and rural areas covered by the Western Cape Education Department (WCED). Qualitative research sampling is described as being relatively limited, based on saturation and the size not statistically determined (De Vos et al., 2011:390). To ensure that a variety of schools from different socio-economic areas were included, purposive sampling was applied, to guarantee variability. These schools were purposefully selected because of the large area the Western Cape covers, and the distance the researcher has to travel to include rural and urban schools. Table 3.1 illustrates the categories for the purpose of this study, six (6) teachers from the rural area and six (6) teachers from the urban area were selected. However, the researcher experienced extreme difficulties during the process of setting up appointments with the participants due to their busy schedule; two participants just could not free themselves to keep to the scheduled dates and times. Due to the time constraints and the distance the researcher had to travel, the researcher stopped after three appointments with these two participants were unsuccessful.

The population sample was selected from the different schools that was categorised into urban or rural categories, and further subcategorised into high socio-economic status and low socio-economic status schools.

Table 3.1: Purposive sampling from specific types of schools

(Shaded areas – schools not interviewed)

District	Urban			Rural		
	low socio-economic	high socio-economic	Private	low socio-economic	high socio-economic	Private
Overberg				√	√	√
Cape Winelands				√	√	√
Metro East	√	√	√			
Metro South	√	√	√			

3.5.3.1 Specific criteria

Polit and Beck (2012:274) describe eligibility or specific criteria as criteria that specify the specific characteristics of a population for a research project.

The following specific criteria were applied:

- All LO teachers, male and female
- At least two years' of experience teaching LO to grade 12 learners
- Currently employed in such a position at either a private or public high school in a high or low socio-economic environment in the Western Cape.

3.5.4 Interview Guide

Burns and Grove (2007:544) described an interview as being a structured or unstructured interaction between the researcher and the subject, through which information is obtained for a study to prevent possible bias. Bias according to Burns and Grove (2007:531) is the influence or action in a study that distorts the findings.

A semi-structured interview guide (Appendix 1) was developed, based on the objectives of the study and the literature review. The interview guide was presented at the master's tutorial scholarly committee for constructive critique, as well as to the Stellenbosch Ethics Committee, for further validation.

The questions in the interview guide were designed to explore the perceptions and experiences of the LO teachers in guiding learners about nursing as a career of choice. Probing questions were asked during the interview, to explore the guidance given to LO teachers to guide learners in a career of choice and the experiences and perceptions of LO teachers in guiding learners about nursing as a career of choice.

English was used throughout the study, as the study population was qualified teachers, with English as one of their main subjects during their undergraduate qualification.

3.5.5 Pre-testing of the interview guide

3.5.6 Trustworthiness

Lincoln and Guba (1985:290) recommend four criteria to ensure trustworthiness of qualitative investigation namely: credibility, transferability, dependability and conformability. Validity of this research study was enhanced through efforts to attain credibility, transferability, dependability and conformability.

3.5.6.1 Credibility

De Vos et al. (2009:36) suggest that the objective of credibility is to establish that the study was conducted to ensure that the focus area was accurately identified and described. Credibility (truth, value) refers to whether the findings are accurate in the opinion of the researcher, the participants or the readers (Creswell, 2009:191). Experts in the field of nursing and research methodology were consulted to determine the feasibility and content of the study. The proposal of the research study was presented to a panel of nursing education academics of Stellenbosch University, Nursing Division, during an academic tutorial. In addition, the supervisor and co-supervisor gave guidance throughout the study.

Brink et al. (2012:90) refer to credibility as confidence in the truth of the data. Thus member-checking was done to confirm credibility. Credibility was ensured through an assessment to confirm if there was a match between participants' opinions and the researchers' deduction and representation of it. The transcripts and the final themes were presented to the participants for verification to determine whether they deemed it to be a credible account of their experiences and perceptions of LO in guiding learners about nursing as a career of choice.

3.5.6.2 Conformability

Conformability is the degree to which the findings are the product of the focus of the investigation and that the findings are free from biases of the researcher (Babbie & Mouton, 2006:278). Polit and Beck (2012:175) state that conformability relates to the degree to which results can be confirmed or corroborated. Conformability ensures that the findings, conclusions and recommendations are supported by the data and that there is an internal conformity between the investigator's analysis and the actual data (Brink et al., 2012:143). Conformability was obtained in this study by affirmation of the transcriptions being a true reflection of the opinions through member checking by the researcher and through validation by the supervisors after listening to all the interviews and comparing it with the transcriptions.

3.5.6.3 Transferability

Transferability is the extent to which qualitative findings can be transferred to other settings or groups (De Vos et al., 2009:420). By the explicit explanations on choosing the population and the sample, readers can determine whether this study will be applicable in another setting. It may be applicable in another province in South Africa, but there are quite a few differences between some provinces in culture and effectiveness of education departments, so transferability might not be as easy in all of the nine provinces.

Transferability was confirmed by the researcher by ensuring that the findings could be generalised by detailed descriptions of phenomena, events and experiences. Strategies to ensure transferability were firstly the detailed descriptions of the data in perspective and reported with adequate detail and accuracy to allow judgements about transferability to be made by the reader. Secondly, a purposive sampling method with variability was used to maximise the range of specific information that was obtained from LO teachers about the subject LO, specifically referring to career guidance.

3.5.6.4 Dependability

Dependability is the fourth criteria used to measure trustworthiness in qualitative research and is met through securing credibility of the findings (Lincoln & Guba, 1985:316). To meet this additional principle of trustworthiness, the study requires an enquiry audit, usually done by a fellow researcher, to follow the study processes and actions to determine if they were dependable (Brink et al., 2012:127).

The use of voice-activated recorders enabled determination of dependability, because this confirmed the responses and outcomes of the study. The voice-activated recorder also ensured that the same questions were asked to all participants, according to the interview guide. The supervisors of the study determined dependability by listening to the interviews and ensuring that the interpretations made from the interviews were dependable.

Polit and Beck (2012:247) describe biasness, such as sample selection bias, as any influence that will distort the results of a study and undermine the validity of a study. The researcher selected schools in different socio-economic residential areas, as well as private schools to compare data. Researcher bias was excluded as the researcher is not an expert in the field of LO or career guidance. The researcher also had no conflict of interest as she knew none of the participants personally or professionally prior to the start of the study and was not involved with any community engagements at any of the schools.

In this study, the researcher also confirmed the trustworthiness of the research project by consulting a LO expert from WCED who did not participate in the study, with regard to the background and interview guide of study, for constructive criticism. The LO expert explained the rationale of the subject LO to the researcher, as well as the job description and responsibilities of the LO teacher. Finally, the supervisors examined the findings, interpretations and recommendations. They confirmed that the data supported the findings and the interpretations and recommendations.

3.5.7 Data collection

Data collection is the selection of participants and the effective, scientific collection of information related to the research purpose or the objectives, questions or hypotheses of a research project (Burns & Grove, 2007:536). Data collection was performed between May and October 2015, whilst member-checking took place between August and November 2016. The researcher contacted the school principals of the different schools as gatekeepers and asked permission to mediate an interview with their LO teachers. After this consent was obtained, the researcher contacted the specific teacher whose name and contact detail was provided by the school principal, to organise a date, time and venue which would suit the teacher as well as the researcher to conduct the interview.

The researcher received training from a lecturer in the Nursing Department on how to conduct interviews and collected the data personally.

The researcher followed the following steps with each interview:

1. Made an appointment with each participant at a time which suited them
2. Requested a quiet room conducive to conversation
3. Arranged chairs to enhance face-to-face interviewing
4. Prepared a tape recorder

Before the researcher steered each interview, she:

1. Thanked the participant for the time and willingness to be part of the study
2. Participants were reminded about the voluntary agreement and that they could discontinue at any time during the interview.
3. Then explained the study, purpose and the objectives to the subject.
4. Explained that the interview was to be unstructured and that probing questions would be determined by the information given by the participant
5. Asked permission to record the interview and written permission was obtained from each participant.

The researcher conducted the interview by following a semi-structured interview guided with open-ended questions. Each interview lasted approximately 15 – 20 minutes. The interviews were recorded on a voice activated recording machine and was conducted in English. The interview guide was used to guide the interview.

The method of interviewing did not produce enough in-depth data to address the objectives of the research study. Although most participants were quite helpful, some were difficult to make an appointment with, and others in keeping the appointment. One participant was quite reticent

during the interview, and the researcher attempted probing, with no real success. Also, in this case, the researcher requested a quiet place for the interview, but on arrival to the school, she was informed that there is no such environment and she had to do the interview outside, close to a passage where many learners had to pass.

After the transcriptions were done, the researcher then conducted member checking, via follow-up telephonic interviews to clarify statements made during the interviews, and to enrich the depth of the data obtained. More specific data regarding the questions were obtained. Not all the participants were able and willing to participate in the member-checking process.

3.5.8 Data analysis and interpretation

Data analysis in qualitative research according to De Vos et al. (2011:399) is “a process of inductive reasoning, thinking and theorizing which must be rigorous, disciplined, systematic, mechanical and technical procedures”. The researcher analysed the data by listening to the tape-recorded data and transcribing the recorded interviews of the participants. Data was explored in detail for common themes and this were then established into units by means of codes, as is consistent with qualitative methodology.

Data analysis is a technique used to decrease, shape and give meaning to data during a qualitative research project (Burns & Grove, 2007: 536). Polit and Beck (2012:564) suggest that data analysis of qualitative studies comprise of the grouping of non-numeric (word, videotape, audiotapes) data that are reduced to themes and categories with the assistance of a coding procedure.

The researcher listened to the recorded data and transcribed the recorded interviews of the participants. Data was then explored in detail for common themes as is consistent with qualitative methodology.

Tesch’s eight step, open-coding method of data analysis was used to ensure a quality data reduction process (Creswell, 2009:186). This method was applied and the researcher followed the steps as described below:

1. The researcher read through all the transcriptions carefully and made notes of ideas identified.
2. The researcher selected one document and read it to try to get to the underlying meaning of the information, writing down thoughts that came to mind.
3. After going through the transcripts, the researcher arranged similar topics in groups by forming columns and labelled major topics; unique topics; and “leftover” data.

4. The researcher then abbreviated the topics as codes and wrote the codes next to the appropriate segment of the text, observing the organisation of data to check if new categories or codes emerged.
5. The researcher then found the most descriptive wording for the topics and converted it into categories. The aim was to reduce the total list of categories by grouping topics together that related to each other. Lines were drawn between the categories to indicate interrelationship of categories.
6. A final decision was then drawn on the abbreviation of each category and the codes were arranged alphabetically.
7. The data material belonging to each category was put together in one place and preliminary analysis performed.
8. Recoding of the data was done where necessary.

3.5.8.1 Diffusion of data

De Vos et al. (2011:405) states that the large amount of data collected during semi-structured interviews must be understood and managed by the researcher, to ensure adequate a reduction process.

The researcher read through the data 2 to 3 times to completely understand the transcribed notes as indicated by step one of Tesch's model. Notes were made in the margin of the transcribed data to become more familiarised with the data according to step 2 of Tesch's model.

3.5.8.2 Identifying of themes

A common form of analysis is classification that involves the identification of five or six general themes (De Vos et al., 2011:338). The data was divided into common themes and subthemes.

3.5.8.3 Coding

Burns and Grove (2007:533) describe coding as a method of classifying categories in qualitative data. De Vos et al. (2009:338) suggest that a researcher should give a specific code, according to a coding system, to specific categories and themes.

For the purpose of this study the participants were coded numerically and data was colour-coded. These numerical codes enabled the researcher to differentiate between the data obtained from the various participants and assisted with the anonymity and confidentiality clause in this study.

3.5.8.4 Clarification

A search through the collected data, to understand different aspects or concepts is important to identify and clarify data for coding purposes (De Vos *et al.* 2011:405).

The data was carefully and continuously reviewed for more themes that might have been overlooked. Coding, clarification and recording continued until no new themes surfaced.

3.5.8.5 Interpretation and checking

Burns and Grove (2009:552) suggest that interpretation encompasses the clarification of the meaning of information. The process of interpretation includes examining evidence, determining findings, forming conclusions, exploring the significance of the findings, generalising the findings, considering implications and suggesting further studies (Burns & Grove, 2009:553).

The researcher compiled a written account of the interpretations that emerged from the data analysis. In this study, participants were quoted verbatim as this added to the 'richness' of the study as described in De Vos *et al.* (2009:352).

3.6 SUMMARY

Chapter three described in detail the methodology which was applied to this study, including the study design, population, sampling process, validity testing, data collection and analysis processes. In the next chapter the findings of the research will be described.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The previous chapter described the research methodology used in this study and the process of achieving trustworthy findings.

This chapter includes a presentation and discussion of the findings of the study. Data obtained during the interviews were analysed to determine the guidance received and the experiences and perceptions of LO teachers in public and private schools of the Western Cape on guiding learners in their career of choice, with specific focus on nursing as a career field.

The raw data was transcribed verbatim to ensure an authentic representation of the opinions of the participants, and thus trustworthiness of the data collected. Inductive reasoning was applied to build themes, which is the process of developing generalisations from specific observations. Consequently, this type of reasoning enables the researcher to obtain information through observation and to make generalisations based upon these facts (Brink et al., 2012:5).

Data analysis was conducted according to Tesch's open-coding method of data analysis to ensure a quality data-reduction process (Creswell, 2009:186), which then shaped the themes presented in this chapter.

The data is presented in two sections. Section A refers to a discussion of the biographical data that surfaced from the interviews, whilst Section B focuses on the themes that emerged from the raw data. To ensure privacy of the participants, each participant was assigned a different alphabetical letter to refer to, instead of using their names.

4.2 SECTION A: BIOGRAPHICAL DATA (TABLE 4.1)

4.2.1 Gender

There were ten (n=10) participants of whom seven (7) were females and three (3) males.

4.2.2 Age

The youngest participant was 29 years old. The majority (7) of the participants were in the age group between 35 to 49 years with the oldest participant 52 years of age.

4.2.3 The private and public schools

LO teachers from (N12; n=10) schools were interviewed as described in paragraph 3.5.3:

- Three (3) private schools: two urban and one rural (school fees fully paid by parents only)
- Three (3) high SES schools: two urban and one rural school (subsidised partially by government, with parent contribution and governing body fundraising)
- Four (4) low SES schools: two urban and two rural schools (fully subsidised by government).

4.2.4 Qualifications and years of experience of LO teachers

All of the LO teachers selected for this study were qualified teachers. One of the participants qualified with a Baccalaureate in Educational Psychology, with LO as one of the subjects for the four years of study, which qualified her to teach this subject. Two participants had, apart from their general teaching qualification also a post-graduate diploma in LO, while six had no formal training in the facilitation of LO, but had long-standing experience in teaching other subjects. The average years of teaching experience amongst the participants was approximately 10 years, with two years being the shortest and 23 years the longest teaching experience.

Two teachers had between two and five years' experience teaching LO specifically to grade 12 learners, while seven of the teachers had more than five years' experience in teaching this subject, and accompanying students towards making career and life decisions.

Table 4.1: Participant Demographics

Participant	District	SES Level	Age	Gender	Experience in years as LO teacher	Qualifications
Participant 1	Rural	Private	47	Male	3	Education Diploma
Participant 2	Rural	High	35	Female	8	B. ED Psychology
Participant 3	Rural	Low	46	Female	2	Education Diploma
Participant 4	Urban	High	36	Female	6	Education Diploma
Participant 5	Urban	High	34	Male	3	Bachelor's Education
Participant 6	Urban	Low	49	Female	2	Education Diploma
Participant 7	Urban	Low	45	Female	15	Education Diploma & ACE: LO
Participant 8	Rural	Private	52	Male	8	Education Diploma & ACE: LO
Participant 9	Urban	Private	38	Male	10	Education Diploma & ACE: LO
Participant 10	Rural	Low	29	Female	2	Education Diploma

4.3 SECTION B: THEMES THAT EMERGED FROM THE INTERVIEWS

Five themes emerged from the interviews, namely experiences of being a LO teacher, training received to teach LO, aspects of the subject LO, experience of guidance to nursing as a career choice and perceptions of nursing. The five themes and subthemes are displayed in table 4.1.

The first theme of experience as a LO teacher included passion for teaching this subject and value of this subject for learners. The second theme describes the training received for teaching LO referring to formal and informal training, via in-service training or continuous professional development. The third theme deals with aspects of the subject LO including life skills, career guidance and available resources. Experience about guidance to nursing as a choice as a fourth theme includes interest of learners, knowledge of teachers, sources to help guide towards nursing, success in helping interested learners. The fifth theme deals with the perceptions of both teachers and learners about nursing.

Table 4.1 illustrates the different themes and sub-themes that emerged from the interviews.

Table 4.2: Themes and sub-themes that emerged from the data

Themes	Sub-themes
1. Experiences of being a LO teacher	Passion for teaching LO Value of LO for learners
2. Training received for teaching LO	Formal training Informal via In-service training or Continuous Professional Development
3. Aspects of the subject LO	Life skills content Career guidance Resources available
4. Experience about guidance to nursing as a career choice	Interest of learners about Knowledge of teachers about nursing Sources to help guide towards nursing Success in helping interested learners
5. Perceptions of nursing	Teachers Learners

4.4 EXPERIENCES OF BEING A LO TEACHER

This theme with two sub-themes focuses on how passionate the teachers felt about this subject, and according to them the value the subject brings to learners. It was obvious that LO was valued by teachers and that they saw their roles as enabling learners to become responsible and knowledgeable citizens, who would be able to make wise career choices and contribute positively to society and the economy of the country.

4.4.1 Passion for teaching LO

The perception of the participants in this research study towards LO was mostly positive and the following descriptive words were used in their responses to the subject: “fabulous”, “amazing” and “mind-blowing”. Several participants indicated that it was the most important subject in the school, some of the reasons being the ability to interact and to get to know this generation of learners. If compared to other subjects in school, this subject allowed teachers more freedom with the subject matter and more satisfaction in teaching it.

“....because you can have an impact on every learner’s life...I think it is a big privilege to do it, and I enjoy it every day of my life to give it...I love it with my whole heart, and I think if I do it the right way, LO is the best subject in the school, because

this is the only subject where children can be themselves..." (Participant 2: Paragraph 1, Line 1).

"I enjoy the interaction with the learners ...It gives quite a lot of room to discuss what is relevant and we don't always have to stick to time and curriculum. As topics come up, we can go into that, it gives us more flexibility..." (Participant 9: Paragraph 1, Line 1).

"It's actually my life, I always tell the learners that I can't speak about LO without referring to somebody, to a person, so I am always starting off with myself. If I want to teach LO, I need to model LO..." I can still teach children the values, give them the opportunity to speak to me, to tell me about their personal lives and help where I can, because in the other subjects, for instance the economics that I gave, it's just the curriculum all the time, there is not time to even speak to a child about anything else..." (Participant 3: Paragraph 4, Line 40).

Participants stated that they learnt something new every day by teaching the subject, even though having taught other subjects before. The importance of teaching LO by applying their own life experiences, as well as that of the learners were explained as follows:

"All the years of life and professional experience helps towards guiding them..." (Participant 6, Paragraph 1, Line 13).

"I am a commerce teacher, and for me to teach LO opened another world for me...LO is not really a subject you can teach from a book, you must speak about life experiences, lived examples, things that happens in the life of your learners..." (Participant 3: Paragraph 1, Line 9).

One participant confirmed that the reason for having a positive experience as a LO teacher was due to having a good support system at the school.

"We have a specialised department qualified to teach LO, that is quite nice, we generally have a positive experience in teaching LO...I have a lot of support from my subject adviser..." (Participant 4: Paragraph 1, Line 4).

A teacher is an influential person in a learner's life and their enthusiasm regarding good life and career choices are influences that can be life changing. In support of this finding, some participants, shed light on reasons why LO instruction could be unsuccessful or not helpful:

"... it can be challenging, as one has to learn the content as you go along, and guiding towards career choices can be overwhelming because there are a lot of different careers..." (Participant 10: Paragraph 1, Line 4).

“...I think it’s very under rated it’s not implemented properly in a lot of schools so in a lot of schools they just chuck (in) anybody (to teach it) that has a free period available...it’s not taken as seriously...not enough standardization, the quality of what’s being delivered in LO at a lot of schools it’s not what it should be” (Participant 4: Paragraph 4, Line 53 and 76).

“The subject is not seen as important because it doesn’t form part of the final summative examinations for the achievement of a Senior National Certificate, the Grade 12’s don’t write a final examination on it. So the department of education in the past didn’t spent a lot of time and money on the subject...” (Participant 8: Paragraph 3, Line 32).

“...before, LO was seen as a subject where it’s another free period...” (Participant 6: Paragraph 5, Line 53).

As described in paragraph 2.4.2 assessment of LO is compulsory - including an internal examination. There are however teachers that make every effort with this subject; participant 6 explained how she structured the LO programme to be more formal, consequently it was taken more seriously at the public urban school where she was employed.

4.4.2 Value of LO for learners

Participants in this study agreed that as role models they have an influence on the learner’s lives, to make LO applicable to what is happening in the world.

“I can teach children how to deal with personal issues – like life skills, this happens on a more personal level, the LO class is a good platform for the learners to open up and discuss things they struggle with...I like to work with children, it is my passion in life, I like to make a change in their lives...” (Participant 2: Paragraph 4, Line 39).

“...LO gives you as the teacher the platform to influence the views and actions of young adults. The way they think and act...“I always encourage the kids that English or Maths, Physics, your Life Science your accounting will get you into to university, (but) LO will get you through life...I always state to them that is why there is so much war in the world, why there is conflict, whether its religion or domestic violence...that is when LO becomes important to the learner socially...it helps them to communicate...” (Participant 5: Paragraph 5, Line 49).

“And as a teacher, that’s the subject where I can help guide them in different areas of life, whether it is career choices or other choices that are important to their lives... you can discuss with the kids, and they can see different views from different people... find out more about themselves and the society they live in – that’s the

whole ideas of them being responsible citizens and respecting each other,”
(Participant 9: Paragraph 1, Line 1).

“Because of how it’s running in our school I think we have been quite successful with it and I actually think that we haven’t had a big drop in our teenage pregnancy, just how the learners behave in class over the last few years, and I ascribe one of these things happening to what we doing in LO programme because we start in grade 8 and we have a good programme, it gets built on and it follows through to matric children making better decisions because we teach them decision making skills”
(Participant 4: Paragraph 4, Line 81).

This teacher accentuated the value of LO in applying for work, as she quoted how a learner appreciated exposure to the subject, which helped during a work interview:

“I spoke to a matric learner last week who went through the interview rounds for a Sasol bursary and she was interviewed in Johannesburg during the school holidays and she said, mam, they asked LO questions in the interview...they asked what was my greatest disappointment and how did I deal with it, they didn’t want to know how much research did I do on the company, they wanted to know how can I work in a team, how do I deal with a difficult situation, how do I deal with conflict, ... those are the valuable things that we cover in LO...” (Participant 4: Paragraph 4, Line 65).

4.5 TRAINING RECEIVED FOR TEACHING LO

As discussed in paragraph 2.4.3, the only requirement for the facilitation of LO is a general teaching qualification and the ACE LO, as an additional requirement.

4.5.1 Formal training

In this study, participants older than 40 years of age were more prone to report not having had any formal training for the subject of LO, and had to teach themselves via the internet as their main source for more information about career fields. A teacher mentioned the randomness of “chucking in” any teacher that might not have the inclination and orientation about this subject and for the learners that need direction, in LO or in career guidance.

“I had no formal training,” (Participant 6: Paragraph 3, Line 37).

Not all teachers were aware that one required special training for LO as this teacher from rural low SES school said she relied on life experiences collected over the years as a teacher:

“I believe that any teacher can teach any subject...” (Participant 3: Paragraph 3, Line 31).

However, participants under the age of 40 years were more equipped to facilitate the subject LO to learners; they had received the necessary training about LO during their undergraduate or postgraduate qualification.

“I studied B Ed Psych at the University of Stellenbosch so I have LO as a subject for four years” (Participant 2: Paragraph 3, Line 30).

“Yes, we had training, before the Caps curriculum we had training for NCS that we ran at that stage and then we all attended training for Caps (with inclusion of LO as a subject)...” (Participant 4: Paragraph 4, Line 46).

4.5.2 Informal training

Participants indicated that they received workshops for professional development from DoE, but these workshops were about the content of LO with relevant topics which dealt with teenagers and their problems prevalent in the community and society (teenage pregnancies, drug usage, drugs in sport), focusing more on the necessary life skills and not really about how to facilitate the subject.

“...one day training that is provided by the Overberg District and the WCED (Western Cape Education Department)” (Participant 3: Paragraph 3, Line 35).

“... I’ve been to a couple of workshops on mostly HIV and AIDS” (Participant 6: Paragraph 3, Line 37).

This participant recognised the attempt of government to address the identified lack of skills amongst teachers:

“...however, things are changing now, there is more workshops available to equip the LO teachers on the facilitation of the subject” (Participant 8: Paragraph 4, Line 32).

The Ottery Youth Centre was also mentioned in the provision of the aforementioned type of LO workshops, with the involvement of one participant’s curriculum advisor.

Only one person, a private school teacher, described a workshop they had regarding the need for *individual career guidance*:

“.....to have a balance between being a professional teacher...but to also have somebody caring on a more individual basis...(because) as teachers we have the whole class, but we don’t actually have time to sit down with and guide each individual learner” (Participant 10: Paragraph 6, Line 52).

A few teachers complained about the fact that there were so many career fields, they cannot keep up with all of it. They do not get enough exposure to these career fields, and have to use the Internet personally to access information. LO and specifically Career Guidance workshops were not covering the aspects needed by the teachers comprehensively enough.

4.6 ASPECTS ABOUT THE SUBJECT LO

The participants were generally knowledgeable about which material to cover in teaching it, although two male participants (from a private school and a high SES school) mentioned some problems with vagueness and difficulty with how it should be taught, with one having had training in LO and the other not:

“...the subject is very vague, it’s a very open subject that touches on a few different topics in our school curriculum...” (Participant 1: Paragraph 5, Line 51).

“LO ...can be difficult to present, you have the curriculum to guide you on what you must present, but the “how” makes it difficult” (Participant 5: Paragraph 3, Line 40).

Comments about what LO as a subject covers are described in the following subthemes.

4.6.1 Life skills content

Participants expressed the importance of preparing the learners to lead productive moral lives and equip learners with skills to face challenges that they may be faced with in life.

The following participants understood these responsibilities:

“The curriculum make provision for things like development of the self in society, this include self-awareness, self-esteem and self-development, decision making towards adulthood...” (Participant 3: Paragraph 4, Line 42).

“...in LO we teach you how to be responsible citizens...” (Participant 4: Paragraph 5, Line 59).

A private school participant from the rural district seemed to have a good conception and appreciation of the subject matter, and perfected it into an art after teaching it for 8 years:

“You need to know what is happening in the health sector, the finances of the country as well as the politics, to be able to properly facilitate development in learners and help them to make choices according to trends and demands in the job market, the need for life-long learning... the impact of unemployment on the individual, the community and the country” (Participant 8: Paragraph 1, Line 5).

Despite the fact that participants had experience of teaching other subjects, several teachers preferred teaching LO, because of the closer contact with learners, and the ability to help them to make positive life choices, as well as the freedom to delve deeper and focus on specific problems that learners have to deal with. Thus, relationships with the learners were better, with learners experiencing more confidence to talk to these teachers about personal matters. One participant referred to the LO teacher as being a life coach.

“I can teach learners on how to deal with personal issues, the LO class is a good platform for the learner to open up and discuss things they struggle with, a good example is peer pressure” (Participant 2: Paragraph 4, Line 39).

“I can give them the opportunity to speak to me...to tell me about their personal lives and help where I can because in other subjects, for instance economics that I gave, it’s just the curriculum all the time, there is not time to even speak to a child about anything else, but within the LO, the curriculum is such a way where I can engage with learners on a ...more personal level.” (Participant 3: Paragraph 4, Line 42).

Although teachers appreciated communicating on a more personal level, in many schools with large teacher to learner ratios, learners were lost as individuals in the classroom and teachers failed to identify that there were learners with developmental or social problems, preventing them from becoming good citizens and having the ideal attributes for specific career choices. One of the participants from a high SES school in the metro area mentioned this specifically:

“I don’t always have as much contact time as I would like with the learners...”
(Participant 4: Paragraph 1, Line 2).

4.6.2 Career guidance

Participants described that they did not have enough time to give adequate career guidance as the number of careers are too many and LO included other topics as well. Learners with individual needs are assisted if this is brought to the LO teacher’s attention.

“The LO curriculum for career guidance was developed to prepare the learner from Grade 10 to Grade 12 for the world of work: how to prepare for an interview, how to prepare your CV, how to apply for admission to a tertiary institution, how to apply for financial assistance, etc. The lesson plans and topics include subject choices for the different career fields, decision-making skills, diversity of jobs, opportunities in career fields, career pathways, lifelong learning. We are not actually concentrating on specific careers, it’s just in general, so I will only help children when they come and

ask me for information, such as what subjects they need to follow for a career...”

(Participant 5, 34 year old male, urban high SES school).

Teachers expected learners to be actively involved in their career choices, such as attending open days, pose questions, exploring the internet:

“... (with career days) to walk through the hall and ... to pose questions to the different professionals” (Participant 1: Paragraph 1, Line 5).

“...explore through about 380 career options, (determine) what subjects are compulsory and which university or college offer the course of study....” (Participant 1: Paragraph 1, Line 19).

“... to listen to talks at the open day of schools where all the universities are, there was a lady that came to talk to my children and ask if they want to do nursing...” (Participant 2: Paragraph 6, Line 69).

“...we only give the learners the necessary information so that they can make their own choice” (Participant 8: Paragraph 2, Line 27).

The influence that parents and family members have on the career choices were important influences outside the LO class in the decision-making process:

“...it runs in the family, mom have done it, then maybe one of the daughters in the family might do it...” (Participant 1: Paragraph 6, Line 71).

4.6.3 Resources available

Experiences of participants from high SES schools and private schools about the availability of resources for the facilitation of the LO subject differed from those in low SES schools.

Textbooks are the most available source used in teaching LO. Materials such as department-developed teaching files were not always available to all. One participant from a private urban school did admit that times were changing and that the Department of Education has more recently been more forthcoming with providing resources. One such resource was a newspaper about careers supplied to schools about careers. This resource was unfortunately only available to the grade 12s, and the teacher reporting this felt that the grade 11s should also have benefitted from these newspapers.

Two private schools referred to their students that had access to the Youth Explore Survey which informed them about their character, needs in life, strong and weak points, had access to suggestions about 380 career options and what subjects were compulsory for their choice, as well as which university or college offered such a course.

“..Our head office made available to us the Youth Explore Survey. In the past we have sent students at very high cost to career guidance people, which will do the investigations, which is not very cost effective...which will do the same test more or less that the Youth Explore Survey will do, and at this stage it is not costing the parents anything and we can do it on the premises.” (Participant 1: Paragraph 4, Line 43).

A high SES school described the PACE careers' course invested in to help their learners:

“We have the PACE careers course, we went and bought their A-Z career books and we keep that in the school's library so that kids can actually go look up specific careers... on the PACE website where is things and information for them...”
(Participant 4: Paragraph 8, Line 113).

This was however in contrast with information from some of the rural and urban low SES schools of whom the participants mentioned:

“I don't have all the information ... those struggling to get information... most of the time I can't help somebody...” (Participant 3: Paragraph 6, Line 67).

“...nothing really on guiding learners on choosing a career...” (Participant 6: Paragraph 6, Line 84).

“...but the guidance for me as a teacher is not really there” (Participant 10: Paragraph 3, Line 23).

Technology is also very helpful in obtaining information, and many teachers make use of the internet to search for information for learners. Some teachers do not have access to the Internet, or limited access at schools, and thus have to search for the learners at home at their own cost; some of the learners do not have access at home themselves, while others do have Internet for this purpose at schools, so that even the learners can access information:

“We don't have access to the internet at school, all the information I need I will get at home on my personal internet...” (Participant 10: Paragraph 3, Line 20).

““...we are lucky at this school to have Wi-fi, so what I normally do...I will go online in class and show them the different options...” (Participant 6: Paragraph 7, Line 90).

“The Internet at the moment is the basic of getting information but then you need to give the child some direction of how to use the Internet, so if the child can use the Internet you can ask the child to do research on their own, but if the child can't do that or don't access to the Internet, then normally I am doing the research and give it...” (Participant 3: Paragraph 7, Line 83).

“I just basically go online and checked what is necessary, the subjects they require...” (Participant 6: Paragraph 6, Line 84).

Career days, offered through the collaboration of a variety of role players inclusive of universities and corporate healthcare organisations are popular resources available in the urban areas. Although well attended, learners were often not allowed enough time at all the stalls, with one teacher mentioning that they have one hour to walk through the whole expo.

4.7 EXPERIENCE ABOUT GUIDANCE TO NURSING AS A CHOICE

A teacher is a very influential person in a learner’s life, and their enthusiasm regarding good life and career choices were influences that are life changing. A high SES urban school teacher explained how she goes about equipping learners to make choices, with deeper insight regarding different options to enter the nursing field:

“I can take out a book, Stellenbosch prospectuses and look at specifics and then also they don’t realise that there are also private options as (with) a post like (with) Medi-clinic (learnerships sponsored by the Health and Welfare SETA)” (Participant 4: Paragraph 9, Line 113).

Apart from the knowledge of the teacher about nursing to make such recommendations, the interest of the learner and the resources available to the teacher and learner all play a role in ensuring that nursing as a career option was considered fully.

4.7.1 Interest of learners about nursing

All participants experienced the same low interest in nursing as a profession amongst learners; two participants said that they received less than two requests for the nursing profession lately, another participant said he may have received two requests in the last five years. The responses from the participants on the interest of learners in the nursing profession are as follows:

“...I haven’t received much questions about nursing as a career, and because of my limited knowledge about it, and I haven’t really promoted or suggested it.” (Participant 1: Paragraph 4, Line 33).

“...it’s been very difficult to promote nursing, there is no real interest in nursing...” (Participant 5: Paragraph 7, Line 71).

One of the participants verbalized the need for recruitment of more males into the profession. One of the male participants identified this as a point of interest:

“...there is nothing wrong with our boys to become nurses and I’m sure there is a lot of boys out there that would become nurses if given the chance” (Participant 5: Paragraph 8, Line 112).

The problem could ultimately be summarised by the following words of one participant:

“There are still learners who ask about nursing, although the amount of learners has reduced, because of the new careers that popped up. A few years ago much more learners were interested in nursing....” (Participant 7: Paragraph 6, Line 23).

4.7.2 Knowledge of teachers about nursing

Nursing as a career appears to be a second option to those learners who were unsuccessful in obtaining the required grades in becoming a doctor.

“...nursing as a career is really an option for some learners who would like to follow a career in medicine and who doesn’t have the grades to become a doctor...” (Participant 1: Paragraph 6, Line 63).

“...as a LO teacher I don’t do specific career guidance but it’s more of exposing to different ones...” (Participant 9: Paragraph 2, Line 41).

“I don’t know what information to give to a learner about nursing courses, what is the subjects required, what institutions they can apply to, how much the course cost. I don’t really know who to contact at colleges or universities” (Participant 2: Paragraph 2, Line 15).

Participants acknowledged the fact that they were not necessarily equipped to guide the learners in a specific career like nursing, but that they exposed them to the different careers and it was for the learner to decide:

Teachers generally expressed their lack of knowledge about nursing as a career. The following comment was made by a rural school teacher:

A few teachers also mentioned that it was easier for them to promote their own career field as teachers, because they knew what was expected of them in becoming a teacher.

“...when a child wants to become a lawyer, and his/her grades is not that good, I will guide them to other options, such as maybe becoming a teacher, because that is something I know about. I have all the information in the guiding them towards a profession in teaching, I know what the requirements are and where they can apply to...” (Participant 6: Paragraph 1, Line 10).

Three of the participants of this study recognised the shortage of nurses globally, also as expressed by their nursing friends and family members:

“...and if you listen to nurses you will always hear there is a shortage... not enough staff to look after all the patients” (Participant 2: Paragraph 5, Line 49).

Although the majority of participants do not seem to see it as their problem that there is a shortage of skilled nurses in the country, some participants do recognise it as one of the needs in the job market to be addressed:

“...promote the career because we are sitting with shortage of nurses in our country” (Participant 8: Paragraph 6, Line 74).

Another believes that the solution is to face the problem and talk about solutions to address it:

“I mean there is a big shortage of these professionals in South Africa, and the only way to address these shortages is to talk about it, about solutions on how to address this...” (Participant 5: Paragraph 2, Line 16).

Participants identified that the process of career guidance started in grade 10 already, where learners explored their strengths and weaknesses; grade 11 where they do a career research task and in grade 12 they should already know what career pathway they would like to follow, and to start applying for their chosen careers. Not all the learners were ready by Grade 12 for these choices:

“...they (the learners) don’t know what career path to follow because of their ignorance of different careers and jobs” (Participant 2: Paragraph 6, Line 66).

Some participants also indicated that they encouraged or organised for learners to shadow career fields in this grade, and several learners have been accommodated in shadowing in hospitals.

“I will guide them on how to get more information...or organise job shadowing opportunities” (Participant 1: Paragraph 2, Line 22).

Unfortunately, from the comments, it can be assumed that it was not a positive enough experience to encourage learners to continue investigating this option:

“..their experiences (at the local hospitals) are not positive...I usually question them after their job shadowing experiences and one of them said the nurses work so hard and

it's so confusing, they don't really understand what is expected of nurses as they do everything" (Participant 6: Paragraph 2, Line 22).

4.7.3 Sources to help guide towards nursing

Although participants realised that nursing shortages are a real problem in South Africa, and that there is the need to talk about it and explore the situation, many do not have the knowledge about the profession or the know-how or the means to get to information to really promote the career to learners. This is also because they do not have an interest in this career field, and not necessarily because of a lack of knowledge and resources to find out.

"I don't know if they can go to other places to get their (nursing) career started or go studying and I think that is actually a "leemte" (gap)" (Participant 2: Paragraph 8, Line 78).

"...so on nursing as a career I will only help children when they come and ask me..." (Participant 3: Paragraph 2, Line 21).

One participant's lack of knowledge about nursing facilities had the person suggest that the learners interested in nursing be referred to a college for social work and teaching training in Wellington, instead of a nursing college/university/hospital.

The problem with the promotion of nursing at school lies in the following sentence as one participant related to it:

"As a teacher I can promote the teaching profession, because I am passionate about my job, I cannot promote nursing as I only understand what nursing is about, I am not passionate about the profession, so it is difficult to promote something that you are not passionate about" (Participant 8: Paragraph 7, Line 82).

Most participants stated that they do not have the skill and expertise to provide the learners with the right information about nursing as a career of choice, or to promote nursing to learners.

"...I haven't got the experience self to guide a learner to nursing..." (Participant 2: Paragraph 2, Line 15).

"...it's a career that not many students know about I think there might be a lack of information" (Participant 1: Paragraph 6, Line 69).

Participants explained that learners may show an interest in nursing if they had information.

“Learners will show an interest in the nursing profession if they have information/ examples/ role models on the life of a nurse, the image plays a big role here”

(Participant 1: Paragraph 7, Line 72).

Exposure could also be in the form of shadowing in hospitals and distinguished nurses visiting schools. Some teachers acknowledged that they make use of shadowing in hospitals as exposure to nursing, but also requesting nurses to come and speak about their careers at the school.

4.7.4 Success in helping interested learners

One participant mentioned that she probably has 3 to 4 learners every year asking for information about nursing, and she knew of three of them who were currently studying in this career field. Exposure helped towards success, but can also discourage another:

“...we had kids that did their job shadowing at the hospitals, shadowing nurses to see what it’s all about and once they have done a little research, they discover that this could be an option, so I have promoted nursing a few times...” (Participant 4: Paragraph 9, Line 110).

“...we send our grade 11 and grade 12 learners for job shadowing each year, but their experience there isn’t very positive...” (Participant 6: Paragraph 2, Line 20).

More often there was not enough success regarding this matter, and as one teacher said:

“...its’ very difficult at this school, learners will rather go into graphic design or drawings, drama and the ones that actually get the good grades in maths and physics all go into engineering, in my last year there was about two out of 120 matric learners that said to me they want to do nursing...” (Participant 5: Paragraph 6, Line 80).

Unfortunately, there are no statistics about the number of learners that actually choose nursing. One teacher said that he had about six to seven learners in the last two years interested in nursing, but that he could not tell whether they actually went into nursing. Successes in referrals to nursing with most of the participants were marred by the lack of knowledge about where to refer them to.

4.8 PERCEPTIONS OF NURSING

Nursing was seen by one participant as one of the core career fields and learners were thus encouraged to go into nursing if they love to work with people and have the need to do something for other people. Another classified it as an essential service, not given the

recognition for the work they do, being at the bedside of patients, whereas the doctor can go home.

Often participants stated that learners do not understand the career pathways in nursing and that this influenced their decisions in following a career in nursing. It was also realised by a few that there were opportunities to enter the nursing field through different pathways, for example registered nurses or staff nurses. Some however only knew of the university pathway and were not able to inform learners not qualifying that there might be other options to become nurses.

Nursing is not seen as a first option for a career:

“... nursing as a career is really an option for learners doesn’t have the grades to become a doctor, but students would rather opt for other health jobs like physio or dietician” (Participant 1: Paragraph 6, Line 64).

The participants also identified that learners would rather opt for other healthcare professions than nursing if they do not qualify to study medicine.

“...if they looking at careers in health science they want to study medicine or they want to study Physiotherapy, they don’t always see nursing as a first choice” (Participant 4: Paragraph 9, Line 110).

This same participant said that nursing was a calling and that people who choose nursing do it because they are passionate about it. Another participant echoed that you need to be a special kind of person to follow a career in nursing.

“it’s one of the toughest things to do, you always have to be friendly, be polite and at the same time be firm with difficult people and work long hours...” (Participant 4: Paragraph 8, Line 100).

Others see this ‘being special’ in a more negative way:

“I wouldn’t be able to work with blood, dead bodies and other people’s poo” (Participant 6: Paragraph 5, Line 69).

“...you have to be able to work with individuals...have a bit of a cold side where you have to switch off from seeing blood, losing people every single day...having to deal with a lot of people’s nonsense” (Participant 10: Paragraph 8, Line 83).

What was interesting was that some of the participants projected their own feelings about nursing as a career field onto the learners, whilst it was expected that learners would be

influenced by the teachers. This could be a problem, as there were many negative statements made about nursing by the same teachers who realised that they had to promote the career:

“I think it’s (nursing is) a lower class they put it down almost like a lower class career”
(Participant 2: Paragraph 7, Line 72).

Perceptions about nursing thus varied between being appreciative for the nurses’ people skills, but also seeing them as cold and without feeling.

4.8.1 Teachers

From the quotes of the participants, one realises how the public was influenced by how the media portrayed nurses and this career field. (*Participant 9: Paragraph 2, Line 41*). The following responses confirm the poor perceptions of the profession amongst teachers that need to promote this career field:

“...all that we hear on radios or news is ... the negative of nurses..., the counts of neglect of patients, abuse of patients, nurses not acting professionally, we don’t hear the many positive stories from the nursing profession, how they care for patients unconditionally, how they work 12-hour shifts on public holidays and weekends and how they not getting the salaries that is supposed to go with the long working hours..., the nurses are always on the TV or in the news, the strikes...at the end of the day we make perceptions on what we are hearing...” (Participant 8: Paragraph 7, Line 60).

“The nurses themselves don’t value their job, If I say they don’t value their job I mean there is no pride in their profession, they don’t really treat their patients with the necessary respect and dignity..., Nurse’s don’t smile, some of them don’t even greet anymore, they are just there to do the job and get a salary at the end of the day. Some of the nurses look so untidy in their uniforms, uniforms not fitting well, oversized or too small, wearing tekkies for shoes that is not appropriate. Some nurses don’t even mind their conversations, talking about their personal lives, what they did the weekend of their off days in front of patients or the general public, they are more like in, I’ve got a job, and I will take my time to do it...” (Participant 3: Paragraph 6, Line 55).

Although the next participant has a very positive experience and has more knowledge with regard to the profession and possibilities within the profession, she sees the difficulties and frustration experienced and the results of this frustration:

“I don’t think the kids have the full picture about what nursing actually entails I think that they think it’s somebody that cleans the bed pans in the hospitals...they don’t realise the earning potential as well...that they can get a bursary and start earning money immediately, they think its shift work they are going to miss their family...they don’t see the opportunity with specialising ...within the nursing fields specifically, ...I have a positive image (from) my stay in hospital when my kids were born, the nurses were fantastic, I think that is one of the toughest things to do, you always have to be friendly, be polite and at the same time be firm with difficult people and work long hours...they need nurses to do a 12 hour shift because there wasn’t anybody to help. So the reality of nursing in South Africa on the moment with also nurses leaving and working in other countries I think a lot more should be done to promote a more positive image of nursing...to choose it as a career option” (Participant 4: Paragraph 3, Line 37).

Nursing has traditionally also been a way to obtain an education by learning on the job and many a great nurse leader started out this way. The following participant sees the possibilities here, but states it in a negative way:

“...don’t see nursing as an important job they just see it as a way out of circumstances they are living in” (Participant 2: Paragraph 6, Line 61).

The same person observes that learners will show an interest in the nursing profession if they have information/examples/role models on the life of the nurse, and that the image plays a big role as portrayed by the media, the knowledge of long hours and little money earned. Another participant stated that learners would like to know about the ability to progress and become a manager in nursing, so they would like to know what the career ladder and opportunities look like in nursing.

4.8.2 Learners

The perceptions of learners of nursing as a profession do influence the career choices of learners; participants emphasized this fact. Learners saw nursing as a very complicated profession, they do not understand the career pathways, the different categories of nurses and the job descriptions of the different categories. There seems to be two categories of teachers here, namely those teachers that know more about nursing, demonstrated by the inside knowledge they have (*Participant 9: Paragraph 2, Line 41*), versus teachers saying that learners do not know much about nursing, but somehow reflect that they themselves have a lack of knowledge (*Participant 5: Paragraph 8, Line 73*).

“...they don’t know how much of a professional qualification it actually is after 4 years you get registered and then you can still go study further and specialise in that field...” (Participant 4: Paragraph 2, Line 40).

“...see nursing as a very low category career, they don’t see it as a high income job” (Participant 5: Paragraph 8, Line 72).

4.9 SUMMARY

In this chapter, the data collected during this study was analysed, interpreted and discussed. The data was transcribed and coded according to Tesch’s model, thereafter themes and sub-themes were identified.

The findings showed that LO teachers have a positive experience towards LO as a subject, but many lack the necessary skills and information to promote nursing as a career of choice; they are more equipped to promote their own career as a teacher and pointed out that nurses should play a more active role in the promotion of their profession. These findings will be discussed in much greater detail in Chapter 5, with recommendations.

4.10 CONCLUSION

In the next chapter final conclusions are discussed, limitations to the study will be identified and recommendations are made, based on the scientific evidence of the research study.

CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapters dealt with an introduction and background to the problem, an in-depth literature review, a discussion about the appropriate research methodology as well as analysis of data after structured interviews. The emphasis of this chapter is based on the conclusions and recommendations about the findings of this study.

The problem identified in this study was the apparent lack of career guidance to high school learners about nursing as a career of choice. Thus the purpose of this study was to explore the experiences and perceptions of LO teachers in guiding learners about career choices, specifically nursing as a career of choice.

The following research questions led this qualitative descriptive research study by means of semi-structured interviews with grade 12 LO teachers:

“What are the experiences and perceptions of LO teachers in guiding learners about nursing as a career of choice?”

In the next paragraphs the objectives will be discussed in terms of conclusions drawn from the study, to determine if they were reached. Recommendations will then be made regarding the findings of the study.

5.2 DISCUSSIONS

The subject LO was introduced to equip the youth to be healthy, responsible citizens who are able to live productive lives, as well as to prepare them for the many challenges they face in their different communities (Panday, 2007:4). The LO curriculum makes provision for this goal to be reached through the different topics as discussed in paragraph 2.4. Careers and career choices are one of the topics covered in the LO curriculum and makes provision for decision-making skills and career guidance.

According to Knight, Abdallah, Dowling, Findeisen and Melillo (2011:146) it is important to introduce career choices to learners at a very early stage of secondary school in order to expose learners to the diversity of choices they have at this stage where the parents or guardians of the learner play a significant role in the workforce and provide them with fundamental information about careers.

As discussed in paragraph 2.7.1.6 (figure 2.2), the decision-making process is strongly influenced by significant others that include LO teachers, parents, partners and peers. Positive experiences are therefore of utmost importance to the learners. The image of nursing portrayed by the media will support the learners' idea of considering (or not) nursing. Unfortunately, most of the images from the media portray nursing negatively, especially in South Africa, where the Health Minister, Dr Aaron Motsoaledi aggravated an already volatile state of affairs by saying: "patients deserved better than the "devils in white", referring to nurses in public healthcare facilities" (Makhubu, 2016:1). This is contrary to the United States where nurses are first on the Gallup career poll for trustworthiness (Riffkin, 2014:1).

The discussion on the findings of the study in relation to each study objective follows:

5.2.1 Objective 1: The experiences of the LO teachers to guide learners in a career of choice at high schools in the Western Cape

The LO teacher plays an important role in the life of a learner and can add valuable meaning to their lives and actions in society. The facilitation and presentation of LO is of utmost importance to ensure it reaches its goal of developing a responsible citizen in the society, community and country (DoBE, 2011:8).

Most of the participants in this research study confirmed that they have an understanding with regard to the content of the LO subject as discussed in paragraph 4.6. They identified the lack of the necessary skills and resources to facilitate the subject optimally. However, one participant indicated that she was not sure what LO was about and she thought that it depended on her life experience. The fact that LO is an important subject for learners was also confirmed, as one of the participants stated: "*other subjects will get you into university, but LO will get you through life*".

The subject LO was implemented to prepare the learner for the workplace and equip them with fundamental information with regard to careers, what subjects are compulsory for the different qualifications, and how and where to apply to further their studies. The participants confirmed this statement with responses such as: "*teach them life skills*", "*they see me as a life coach*", "*help them choose their careers*" and "*prepare the learner for the world of work*".

One of the objectives of LO is to develop the learners for lifelong learning, change and ongoing development of the self. Bass (2011:49) however states that learners experienced the opposite during the transition from high school to tertiary institutions; they felt they were not adequately prepared for the change in the environment and the challenges of tertiary

institutions. Furthermore, students from lower SES schools were more challenged than those from former higher SES schools, who were more exposed to searching for data in a library.

As illustrated in the conceptual framework (paragraph 2.7.1, Figure 2.2) and discussed in paragraph 4.4.1, the values and experiences of the LO teacher can influence the outcomes of the objectives of the LO subject. The professional development of the LO teacher (paragraph 4.5) may derail the success and purpose of LO.

5.2.1.1 Conclusion

LO seems to be under-rated, and not implemented properly by all schools. The lack of resources, as well as the lack of skills and experience of LO teachers contributed towards ineffective implementation of the LO programme. A lack of standardisation in teaching of the subject, as well as inability of school management to take the subject seriously by placing any teacher with a free period to supervise the LO class, were also mentioned as stumbling blocks by one of the participants. Oosthuizen (2014:104) called this the “filler-subject principle”, referring to the fact that any teacher with a free period will be allocated to supervise and facilitate the LO class due to unqualified and unskilled LO teachers. These factors have a negative impact on the outcomes of LO presented to learners.

Career guidance as one of the subdivisions covered in LO should be trended by the teacher, to determine the demands in the job market and guide the learners towards those demands to secure a career. Only one participant, as discussed in paragraph 4.6.1, identified the fact that the LO teacher must be knowledgeable about what is happening in the country and the world to be able to facilitate the career guidance aspect of LO optimally.

5.2.2 Objective 2: The experiences and perceptions of LO teachers in guiding learners about nursing as a career of choice

Participants expressed their considerable lack of knowledge about nursing qualifications and career pathways (Paragraph 4.8). They acknowledged that there is a critical shortage of nurses, and that it should be important to suggest and promote nursing as a career of choice to these learners. There seem to be a helplessness verbalised regarding this, as only few requests are received from learners regarding this subject, indicating that the lack of information on the nursing profession and its career pathways have a negative impact on the promotion of the profession to high school learners.

Although the image of nursing amongst the participants is relatively positive, some still believe that nursing is only an alternative option for those learners who do not have the grades to qualify for a career in medicine (Paragraph 4.8). There is thus much room for improvement in

the knowledge and skills regarding this career field with its many options towards qualifying in a specific category of nursing, specialities and career advancement possibilities, as well as the ability to work in many countries once qualified. Sathekge (2014:48) supports this finding and found that LO teachers have inadequate knowledge of the nursing profession and its different career pathways.

The perception of the next generation of school leavers towards the nursing profession is of critical importance, because of their different opinions towards work ethics and job satisfaction. Participants indicated in paragraph 4.7.2 that the learners have a lot of misperceptions of the nursing profession, and the only characteristics known about this career field is that it is a very hard and difficult job. Exposure to programmes like job-shadowing should help towards giving an idea of what nursing entails. As discussed in paragraph 4.7.4 some schools had structured, well-established job-shadowing programmes, also for nursing. However, with a reflection session on the experiences of the learners afterwards, the feedback from the learners was not always rewarding, with learners that stated: *“nurses work too hard and it’s so confusing, one doesn’t really understand what is expected of nurses, as they do everything”* (Paragraph 4.7.2). This points the finger to the support during job shadowing that needs to be addressed by the institutions offering it. It does not help that teachers take the trouble to organise the experience, and then a negative experience prevents them from referring students again.

Pool (2008:111) adds that the career decision-making process of young people is a very complex process, and the importance of positive connections to specific careers is very important for the promotion of professions. This reflects on the second stage of decision making as earlier mentioned – that more positive images should be portrayed by the nursing career field themselves, for the teachers and learners to see this as a worthy career. Only then can influence on the third decision-making stage where teachers have more control, be fully effective.

For this last stage of decision making, learners (and thus teachers, firstly) need much more information on the nursing profession and career pathways of the profession to be able to make an informed decision about their further studies and their career of choice. The reality of the many career choices that learners have, seems to not have registered with all the institutions that are responsible for recruiting learners for this career field. It was mentioned that there are nursing stalls available on career days, especially from some corporate hospital groups (marketing being part of their business), but the main role players of the tertiary institutions and government as the main employer seem to be absent in this arena. Some marketing skills need to be considered in this sector, possibly with specifically appointed people as in the corporate world, to address recruitment much more aggressively for nursing,

to comply with the healthcare needs of the immediate future. Pool (2008:111) also advises an inter-sectoral approach to enhance the profile of nursing as a career of choice, to make the nursing profession more attractive for the next generation.

The next generation of nurses will not be able to make informed career decisions if they do not receive more exposure to the different careers and career pathways of the nursing profession. The following statement from one of the participants in paragraph 4.7.3 describes the problem: *“As a teacher I can promote the teaching profession, because I am passionate about my job, I cannot promote nursing”*.

5.2.2.1 Conclusion

With globalisation, advanced technology, improved women's rights and the multitude of different career fields in the 21st century, learners have become spoilt for choice, and teachers cannot keep up with knowledge about every single career and the pre-requisites to meet and subjects to take at school to be able to follow a specific career. As discussed in paragraph 2.7.1.2, the socio-economic status of the community in which a school is situated may influence the career guidance learners receives, due to available resources.

The poor image of nursing and the perceptions that nursing is a less attractive career if compared to other healthcare careers because of important professional features, such as job independence, play a significant role in learners choosing a career in nursing (Seago et al., 2008:106). Role models from the nursing profession will be very influential in providing this exposure to the learners.

5.3 LIMITATIONS

Burns and Grove (2009:545) describe limitations as ‘theoretical and methodological restrictions in a research study that may reduce the generalizability of the findings.’

The first limitation of this research study was that it was aimed at the opinions of Grade 12 LO teachers only. During the data collection process the researcher found that career guidance and the selection of subjects start in grade 9 already. Early exposure of learners to careers and the job market is important and will definitely influence their views on a specific career. Input thus needs to take place from the start of secondary school, already.

Secondly, the view of the learners on their perceptions of nursing as a career of choice could be compared to the views of their LO teachers, if they were included in this research study.

5.4 RECOMMENDATIONS

The recommendations, based on the findings of the study, are presented according to the themes that emerged from the data. Each of the main themes, namely LO, career guidance, career choices and the image of nursing will be looked at.

5.4.1 Life Orientation

All participants agreed that the subject LO is a very important subject, and they have positive feelings towards presenting it to the learners. The fact that LO does not form part of the National Senior Certificate and that the grade 12 learners do not write a final examination on it, have a negative influence on the understanding of the importance of the subject. Participants feel that the subject is not taken seriously by the learners.

The participants also stated that the professional development programmes presented by the WCED are more content based; there is no guidance on how to present or facilitate the subject. The time allocation towards careers and career choices in the curriculum is only 10% of the total hours for the subject LO for the study year, and this limits the learners' exposure to the different options in the job market.

The importance of job shadowing was not identified by all LO teachers. It lacked some structure and communication with the institutions offering it to the schools. Effective engagement for the next generation of school leavers in learning environments have moved from verbal to visual, from sit and listen to try and see, from curriculum centred to learner centric (McCrindle, 2014:1).

5.4.1.1 Recommendation

It is recommended that The Department of Education equip LO teachers with the necessary skills and resources to ensure the subject meets the planned target of developing high school learners for the world of work. This includes an increased time allocation and tools, to facilitate the subject optimally. As discussed in paragraph 2.4.3 the minimum requirement for the qualification as a LO teacher in a highly specialised area should be on NQF level 7 with Psychology and Physical Education.

A more structured job-shadowing programme should be developed by the different stakeholders, such as the Department of Education, Department of Health and Department of Labour and policy makers in the nursing profession. The learners should be exposed to this structured programme from grade 9 when it is expected of them to make their subject choices.

5.4.2 Career guidance

Sathekge (2014:49) found that career guidance plays an important role in the career choices of high school learners, during this process the LO teacher must provide the learners with information on different careers so that the learners can make informed decisions about their careers.

Career guidance during the LO presentation seems to be very general, with information on the different job markets, for example health care, information technology and hospitality; teachers do not concentrate on specific careers, such as nursing. Learners might be exposed to questionnaires where they must identify their strengths and weaknesses, what interests they have, with a suggestion on what careers they would be able to pursue, resulting from their answers.

The learner should be assisted by the LO teacher in developing a successful career path with the information on careers and guidance they provide to the learners, and some schools and teachers are more successful than others with this venture.

5.4.2.1 Recommendation

The Department of Basic Education included the topic “trends and demands in the job market” in the LO curriculum, the findings of this research study recommended that further research in the presentation of this topic should be conducted. During the presentation of this topic the LO teacher can acknowledge the global shortage of nurses, and therefore address this critical issue in the career guidance of learners at high school level. Although the time allocation for LO is very limited, the fact that career guidance is presented over a three-year period, from grade 10 to grade 12 means that there is more time to optimally utilise it for this purpose. This would ultimately work better with a single teacher teaching all the grades, or with good coordination amongst a few teachers.

PACE Careers and Surveys provides accredited career guidance questionnaires to LO teachers to assist them in guiding learners to different career pathways. It was mentioned by private schools and should be recommended to all public schools. The Department of Basic Education should improve the availability of information on careers, career guidance magazines and newspapers should be available to all learners from Grade 10 – 12.

5.4.3 Career choice

It is important to consider the role of mentors and role models in future recruitment strategies to address the critical shortages in the nursing profession, as career choices of school leavers are influenced by factors such as role models (Price 2009:17). Potts and Gaulrapp (2013:459)

found statistical significant results in the likelihood of students choosing a career in nursing if they were exposed to specific programmes about nursing. Exposure could also be in the form of exposure to nurses as role models, job shadowing, renowned nurses visiting schools.

Participants acknowledges the critical shortage of nurses, and indicated the lack of information about the nursing profession influences the promotion of the profession with the career choices of learners. Some teachers mentioned the possibility of using nurses to serve as role models for this purpose in their schools. This could be a possibility that other teachers should also consider.

Nursing schools at higher education institutions and hospital administrators could provide more opportunities to help learners and their parents better understand the nursing profession and the different career pathways, therefore provide decision-making possibilities aimed at recruiting and retaining more nurses (Wu et al., 2015:562).

5.4.3.1 Recommendation

LO in the form of career guidance can be the ideal platform to promote nursing as a career of choice to learners from grade 10 to grade 12, as the participants identified the important role they play during the learners' decision-making process in choosing their career. The Department of Health, specifically the Nursing Department in conjunction with the Department of Labour should be more involved during the introduction to the diverse job market and demands of critical scarce skills in the country should be introduced at grade 10 level and gradually intensified over grade 11 and 12. The views of the LO teacher were found to be biased as discussed in paragraph 4.7.2 - teachers will guide learners to a teaching profession, because that is a profession that they have information on and what they are passionate about.

The availability of career pathways at an early stage of secondary school should be considered by the Department of Education and Labour. In Ohio, America, the Department of Education partners with Ohio Labour Statistics to identify the "in demand" occupations in the state, thereafter the Ohio Career Pathway Network Meeting takes place between different sectors, such as agriculture, engineering, health, finance, government and public administration to work on strategies in how to address the in-demand occupation shortages (Ohio Department of Education, 2016:01).

5.4.4 Nursing as profession

Participants indicated that the image of nursing plays a pivotal role in the decision of learners to follow a career in nursing. The next workforce generation displays specific requirements for their careers and they show very little interest in the nursing profession.

LO teachers receive very little requests or enquiries about nursing, the interest in the nursing profession is very low, and declining every year (Sathekge 2014:50). The quality and amount of information that such teachers have and their views or perceptions of a career may have either a positive or negative influence on learners' choices, in this instance, nursing as a career choice. The participants in this study agreed that they have very little knowledge about the nursing profession and nursing qualifications, most of the participants do not know anything about the changes in the nursing qualifications or the phasing out of the legacy qualifications.

5.4.4.1 Recommendation

Department of Health should make role models from the nursing profession available, especially males, of which there is a shortage of, who can serve as contact persons and provide LO teachers with information on the nursing profession, for example the categories of nurses and the career pathways, as well as the different new qualifications available at higher education institutions. This action will be significant in high school learners choosing to enrol in a nursing course. Public perceptions of nursing as a low-paying and low-status job have significantly hindered the learner's choice to pursue it as a career.

As discussed in paragraph 4.8.1, the image of nursing as portrayed in the media have an impact on learners choosing or rejecting a career in nursing. The image of nursing in the media have a ripple effect, as parents also influence the decision- making process of learners (illustrated in figure 2.2) in choosing nursing as a career of choice. It is a recommendation that the role of the media should be evaluated and addressed in improving the image of nursing to the public.

School libraries should be equipped with career guidance videos and books to make information available to learners.

5.5 CONCLUSION

In this chapter the results of the study were discussed in relation to the study objectives. The purpose of the study was to investigate the experiences and perceptions of LO teachers on guiding learners about nursing as a career of choice. It can be concluded that the participants of schools in the Western Cape Education Department experience positive feelings towards the subject LO. However, some of them stated that they lack the necessary skills and resources to facilitate the subject optimally.

The limited available information on the nursing qualifications, the nursing profession and its career pathways has a significant impact on the rejection of learners choosing nursing as a career of choice.

REFERENCES

- Babbie, E., Mouton, J., Vorster, P. & Prozesky, B. 2006. *The Practice of Social Research*. Cape Town: Oxford University Press.
- Bateman, C. 2009. Legislating for Nurse/Patient ratios 'clumsy and costly' – experts, *SAMJ*, 99(8):565 – 568
- Bass, G.H., 2011. Social and academic integration in an extended curriculum programme. *Journal of independent teaching and learning*, 6(1): 45–54.
- Blaauw, D., Ditlopo, P. & Rispel, L.C. 2014. Nursing education reform in South Africa – lessons from a policy analysis study. *Global Health Action*, 7:10.
- Bolan, C.M. & Grainger, P. 2005. What do High School Guidance Counsellors really think of Nursing? *Journal of Nursing Education*, 44(3): 135-138.
- Brewer, S. 2011. A sustainable financial model for low fee private schools in South Africa. A research project to the Gordon Institute of Business Science in partial fulfilment of the requirements for the degree of Master of Business Administration. University of Pretoria, Pretoria.
- Breier, M., Wildschut, A. & Mqgolozana T. 2009. *Nursing in a New Era: The profession and education of nurses in South Africa*, Cape Town: HSRC Press. Available at: <http://www.hsrcpress.ac.za/product.php?productid=2258>. [Accessed online 06 December 2016].
- Brink, H., Van der Walt, C. & Van Rensburg, G. 2012. *Fundamentals of research methodology for health care professionals*. 3rd Ed. Cape Town: Juta.
- Brown, 2013. *Attitudes and Experiences of Teachers and Students towards LO* [A dissertation submitted in fulfilment of the requirements for a Master's Degree] Faculty of Humanities, University of the Witwatersrand.
- Buchan, J., & Aiken, L. 2008. Solving nursing shortages: a common priority. *Journal of Clinical Nursing*, 17(24)
- Buerhaus, P. I., Donelan, K., Ulrich B. T., Norman, L. & DesRoches C. 2007 Impact of the nurse shortage on hospital patient care: comparative perspectives. *Health Affiliation* 26(3):853-862.
- Burns, N & Grove, S.K. 2009. *The practice of nursing research: Appraisal, synthesis, and generation of evidence*. 6th Edition. Missouri: Saunders Elsevier.

- Burns, N. & Grove, S.K. 2011. Understanding Nursing Research: Building an evidence-based practice. 5th ed. Maryland: Elsevier Ltd.
- Business Day Live. 2013 Province health vacancies for doctors, nurses 'shocking'. [Available at: <http://www.bdlive.co.za/national/health/2013/01/17/province-health-vacancies-for-doctors-nurses-shocking>. [Accessed online 23 September 2015]
- Christiaans, D.J. 2006. Empowering teachers to implement the LO learning area in the senior phase of general education and training band. [A dissertation submitted in fulfilment of the requirements for a Master's Degree] Faculty of education, University of Stellenbosch.
- Conway, J., Hardie, K. & King, J. 2007. The Perceptions of High School Career advisers regarding nursing: an Australian Study. *Contemporary Nurse*, 24(2): 137-146
- Creswell, J.W. 2009. Research design: Qualitative, quantitative and mixed methods approaches. 3rd Edition. United Kingdom: SAGE.
- Department of Basic Education 2011. Revised National Curriculum Statement. Pretoria: Government Printer.
- Department of Health. 2008. Nursing strategy for South Africa 2008. Pretoria: Government Printer.
- Department of Health. 2011. HUMAN RESOURCES FOR HEALTH SOUTH AFRICA. HRH Strategy for the Health Sector: 2012/13 – 2016/17. Pretoria: Government Printer.
- Department of Health. 2013. Strategic Plan for Nursing Education, Training and Practice 2012/13–2016/17. Pretoria: Government Printer
- Department of Health 2015. Ethics in Health Research: Principles, Processes and Structures. Pretoria: Government Printer
- Department of Basic Education. 2010. Education Information Standards Dictionary of Education Concepts and Terms. Pretoria: Government Printer
- Department of Higher Education and Training. 2011. Policy on the minimum requirements for teacher education qualifications. Pretoria: Government Printer
- De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.S.L. 2011. Research at grass roots: for the social sciences and human services professions. 4th Edition. Pretoria: Van Schaik Publishers.
- Entwistle, N. 2009. Learning and studying: contrast and influences Available at: http://www.newhorizons.org/future/Creating_the_Future/crfut_entwistle.html] [Accessed 20 June 2015]

- Everhart, D., Neff, D., Al-Amin, M., Nogle, J., & Weech-Maldonado, R. 2013. The Effects of Nurse Staffing on Hospital Financial Performance: Competitive Versus Less Competitive Markets. *Health Care Manage Review*. 38(2): 146–155
- Friese, C.R., Lake, E.T., Aiken L. H., Silber J. H. & Sochalski J. 2008. Hospital nurse practice environments and outcomes for surgical oncology patients. *Health Services Research*. 43(4): 1145.
- Halperin, O. & Mashiach-Eizenberg, M. 2014. Becoming a nurse — A study of career choice and professional adaptation among Israeli Jewish and Arab nursing students: A quantitative research study. *Nurse Education Today*. 34(10): 1330-1334
- Hassmiller, S.B. & Cozine, M. 2006. Addressing the nurse shortage to improve the quality of patient care. *Health Affiliation (Millwood)*, 25(1):268-74
- Jan, A. & Sikander S. 2012. Perceptions of high school students about nursing as a career. *Rawal Medical Journal* 37(1):1-10
- Jamieson, I. M. 2012. What are the views of Generation Y New Zealand Registered Nurses towards nursing, work and career? (Doctoral dissertation). University of Canterbury, Christchurch, New Zealand.
- Jirwe, M. & Rudman, A. 2012. Why choose a career in nursing? *Journal of Advanced Nursing*. 68(7): 1615–1623
- Jones, K., Warren, A. & Davies, A. 2015. Mind the Gap: Exploring the needs of early career nurses and midwives in the workplace. Health Education England. Birmingham
- Kagan I., Biran E., Telem L., Steinovitz N., Alboer D., Ovadia K.L. & Melnikov S. 2015. Promotion or marketing of the nursing profession by nurses. *International Nursing Review* 62: 368–376
- Keepnews, D.M., Brewer, C.S., Kovner, C.T. & Shin, J.H. 2010. Generational differences among newly licensed registered nurses. *Nurse Outlook*, 58(3):155-163
- Knight, M., Abdallah, L., Findeisen, M., Melillo, K.D. & Dowling, J. 2011. Making healthy connections: introducing nursing as a career choice to middle school students. *Nursing Forum*, 46(3):146-151
- Lipscomb, V. G. 2010. Intergenerational issues in nursing: learning from each generation. *Clinical Journal Oncology Nursing*, 14(3):267-269
- Lincoln, Y.S. & Guba, E.G 1985. Fourth generation evaluation. Beverley Hills: Sage.

- Makhubu, N. 2016. Nurses enraged by 'devils in white' statement. Available at:
<http://www.iol.co.za/news/south-africa/nurses-enraged-by-devils-in-white-statement-2022101>. [Accessed 29 November 2016]
- McCrindle, M. 2014 Generation Z: Learning environment. Available at:
<http://generationz.com.au/learning-environment/>. [Accessed online 12 October 2014]
- Meiring, A. 2010. The Image of nurses as perceived by the South African Public. [A dissertation submitted in fulfilment of the requirements for a Master's Degree] University of Pretoria
- Mkhize, S. & Nzimande, S. 2007. Career choices in relation to nursing: A cross-sectional descriptive study investigating the career choices of school leavers in relation to nursing, and what influences these choices. Health Systems Trust.
- Mhlanga, P. P. 2011. The Significance of Career Guidance for High School Learners [Accessed online: <http://www.ngopulse.org/article/significance-career-guidance-high-school-learners>]
- Mokoka, E., Oosthuizen, M. & Ehlers, V. 2010. Retaining Professional Nurses in South Africa: Nurse Managers' Perspectives, *Health SA Gesondheid* 15(1): 484-489
- Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2009). Risk factors for learning-related behaviour problems at 24 months of age: Population-based estimates. *Journal of Abnormal Child Psychology* Volume 7, 401-413.
- Naicker, K. 2016. Students troubled as 'Fees must fall' continues. News24 [Accessed online: <http://www.news24.com/SouthAfrica/Local/Hillcrest-Fever/students-troubled-as-fees-must-fall-continues-20161003>]
- Neilson, G.R. & Laude, W. 2008. What do high academic achieving school pupils really think about a career in nursing: Analysis of the narrative from paradigmatic case? *Nurse Education Today*, Volume 28 (6):680-690
- Neilson, G.R. & McNally, J.G. 2013 The negative influence of significant others on high academic achieving school pupils' choice of nursing as a career. *Nurse Education Today*. 33 (3): 205 - 209
- O'Connor, T. 2015. Men Choosing Nursing: Negotiating a Masculine Identity in a Feminine World. *Journal of Men's Studies*. 23(2) 194 - 211
- Ohio Department of Education 2016. Ohio Career Pathway Network Meeting. [Accessed online] [<http://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Career-Pathways/Final-invite-and-agenda-1.pdf.aspx>]

- Oosthuizen, W.C. 2014. Managing the teaching of LO by principals at selected former model c secondary schools in the Nelson Mandela Metropole. [Submitted in accordance with the requirements for the degree of Master of Education] University of South Africa.
- Oxford Dictionary [Accessed online 28 August 216] [<http://www.oxforddictionaries.com> pages DOI: 10.4102/hsag.v15i1.484]
- Panday, D. 2007. Teachers' perspectives on the implementation of LO as a learning area. Available at: <http://hdl.handle.net/10948/590>. [Accessed 17 September 2016]
- Polit, D.F. & Beck. 2012. Nursing Research: Generating and assessing evidence for Nursing Practice. 9th Edition. Philadelphia: Lippincott Williams & Wilkins
- Pool, L. 2012. How culture influences choosing nursing as a career. *Whitireia Nursing Journal*, 19: 27-42.
- Potts, A. & Gaulrapp, A. 2013. High school student's perceptions of Nursing. National Conference on undergraduate Research. University of Winconsin, La Crosse.
- Price, S. L. 2008. Becoming a nurse: a meta-study of early professional socialization and career choice in nursing. *Journal of Advanced Nursing*, 65(1): 11–19
- Prinsloo, E. 2007. Implementation of LO programmes in the new curriculum in South African schools: perceptions of principals and LO teachers. *South African Journal of Education*. 27(1):155–170
- Provincial Government of the Western Cape (PGWC). 2009. Department of Health:. Provincial Nursing Strategy. Cape Town: Government Printer
- Provincial Government Western Cape (PGWC). 2010. Directorate Nursing Services: Provincial Nursing Strategy. Cape Town: Government Printer.
- Regan, H. 2012. Male Nurses Worldwide. Available at: <https://realmanswork.wordpress.com/2012/05/05/male-nurses-worldwide/>. [Accessed online 06 December 2016]
- Constitution of the Republic of South Africa No. 108 of 1996. Pretoria: Government Printer
- National Health Act No. 61 of 2003. Pretoria: Government Printer
- Nursing Act No. 33 of 2005. Pretoria: Government Printer.
- Riffkin, R. 2014. Americans Rate Nurses Highest on Honesty, Ethical Standards. Available at: <http://www.gallup.com/poll/180260/americans-rate-nurses-highest-honesty-ethical-standards.aspx>. [Accessed online 29 November 2016]

- Rispel, LC., Blaauw, D, Chirwa, T. & De Wet, K. 2014. Factors influencing agency nursing and moonlighting among nurses in South Africa. *Global Health Action*. 7. [Accessed online: URL: <http://dx.doi.org/10.3402/gha.v7.23585>]
- Rispel, LC & Bruce J., A. 2015 Profession in peril? Revitalising nursing in South Africa. Available at: <http://www.hst.org.za/print/publications/profession-peril-revitalising-nursing-south-africa>. [Accessed online September 2016]
- Seago, J.A., Spetz, J., Alvarado, A., Keane, D. & Grumbach, K. 2008. The nursing shortage: is it really about image? *Journal of Healthcare Management*. 51(2): 96-108.
- Savahl, S., Adams, S., Isaacs, S., Hendricks, G., Matzdorff, A., Wagenaar C., Abrahams, L. and September, R. 2014. Children's Worlds National Report South Africa. Jacobs Foundation, Cape Town.
- Sathekge, H. S. 2014. The roles and perceptions of career guidance teachers in influencing learners' choice of nursing as a career. Unpublished masters' dissertation. Johannesburg: University of the Witwatersrand.
- Schawbel, D. 2014. Millennial Branding and Randstad US Release First Worldwide Study Comparing Gen Y and Gen Z Workplace Expectations. Available at: <http://millennialbranding.com/about-us/our-people>. [Accessed online 16 October 2015]
- South African Nursing Council (SANC). 2015 SANC registration and enrolment figures. Available at: http://www.sanc.co.za/stats_an.html [Accessed online 10 September 2016].
- South African Nursing Council (SANC): 2016 Age distribution. http://www.sanc.co.za/stats/stat2011/Age%20stats%202011_files/frame.htm. [Accessed online 10 October 2016]
- Staiger, D. O., Auerbach, D. I. & Buerhaus, P. I. 2012. Registered Nurse Labour Supply and the Recession — Are We in a Bubble? *New England Journal of Medicine*. 366:1463-1465
- Statistics South Africa (Statssa). Unemployment statistics. 2016. Available at: http://www.statssa.gov.za/presentation/Stats%20SA%20presentation%20on%20skills%20and%20unemployment_16%20September.pdf [Accessed Online 15 November 2016]
- U.S. Census Bureau. 2013. Men in Nursing. Available at: https://www.census.gov/people/io/files/Men_in_Nursing_Occupations.pdf [Accessed online 24 October 2016]

- U.S. Bureau of Labor Statistics, Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, School and Career Counselors. Available at: <http://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm>. [Accessed online 29 October 2016].
- Van Deventer, K. 2009. Perspectives of teachers on the implementation of LO in Grades R–11 from selected Western Cape schools. *South African Journal of Education*. 29:127-145
- Varalakshmi, R.S.R. & Moly, T.M. 2009. Career Guidance Services in College Libraries: A proposed model. *Annals of Library and Information Studies*, 54:185-189.
- Wildschut, A. & Mqolozana, T. 2008. Shortage of nurses in South Africa: Relative or Absolute? A multiple source identification and verification of scarce and critical skills in the South African labour market. SA Department of Labour.
- World Health Organisation. 2006. Working together for Health. Available at: <http://www.who.int/whr/2006/en/>. [Accessed online 21 September 2015]
- World Medical Association. 2013. WMA Declaration of Helsinki - Ethical Principles for Medical Research Involving Human Subjects. <http://www.wma.net/en/30publications/10policies/b3/> [Accessed online 06 January 2017]
- Wu, L.T., Low, M.M.J., Tan, K.K., Lopez, V. & Liaw, S.Y. 2015. Why not nursing? A systematic review of factors influencing career choice among healthcare students *International Nursing Review* 62(4):547-62

APPENDICES

Appendix 1: Questionnaire: Semi-structured interview

Objectives of the Study:

1. *Explore the experiences of the LO teachers to guide learners in a career of choice at high schools in the Western Cape*
2. *Explore the experiences and perceptions of LO teachers on guiding learners about nursing as a career of choice*

Research questions:

1. *Share with me your experiences as a LO teacher?*
2. *Explain to me your experiences on guiding learners about nursing as a career of choice*
3. *Did you receive any formal or informal training on facilitating LO to Grade 12 learners?*
4. *How do you experience the subject 'LO'?*
5. *What are your perceptions on the image of nursing?*
6. *What are your experiences on promoting nursing as a career of choice?*
7. *If a student should ask you "I want to know more about nursing" what resources will you use?*

Appendix 2: Stellenbosch University Ethics approval



UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvenoot • your knowledge partner

Approval Notice Response to Modifications- (New Application)

17-Nov-2014
Arendse, Yolandi V VV

Ethics Reference #: S14/04/093

Title: Experiences of life orientation teachers on guiding learners about nursing as a career of choice.

Dear Ms Yolandi V Arendse,

The **Response to Modifications - (New Application)** received on **14-Oct-2014**, was reviewed by members of **Health Research Ethics Committee 2** via Expedited review procedures on **20-Oct-2014** and was approved.
Please note the following information about your approved research protocol:

Protocol Approval Period: **10-Nov-2014 -10-Nov-2015**

Please remember to use your **protocol number** (S14/04/093) on any documents or correspondence with the HREC concerning your research protocol.

Please note that the HREC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

After Ethical Review:

Please note a template of the progress report is obtainable on www.sun.ac.za/rds and should be submitted to the Committee before the year has expired. The Committee will then consider the continuation of the project for a further year (if necessary). Annually a number of projects may be selected randomly for an external audit.

Translation of the consent document to the language applicable to the study participants should be submitted.

Federal Wide Assurance Number: 00001372
Institutional Review Board (IRB) Number: IRB0005239

The Health Research Ethics Committee complies with the SA National Health Act No.61 2003 as it pertains to health research and the United States Code of Federal Regulations Title 45 Part 46. This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki, the South African Medical Research Council Guidelines as well as the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health).

Provincial and City of Cape Town Approval

Please note that for research at a primary or secondary healthcare facility permission must still be obtained from the relevant authorities (Western Cape Department of Health and/or City Health) to conduct the research as stated in the protocol. Contact persons are Ms Claudette Abrahams at Western Cape Department of Health (healthres@gpgwc.gov.za Tel: +27 21 483 9907) and Dr Helene Visser at City Health (Helene.Visser@capetown.gov.za Tel: +27 21 400 3981). Research that will be conducted at any tertiary academic institution requires approval from the relevant hospital manager. Ethics approval is required BEFORE approval can be obtained from these health authorities.

We wish you the best as you conduct your research.
For standard HREC forms and documents please visit: www.sun.ac.za/rds

If you have any questions or need further assistance, please contact the HREC office at 219389207.

Included Documents:

Consent form
MOD_Informed consent form
Investigators declarations
Protocol

Application form
MOD_Protocol
Supervisor CV
HREC Checklist
Co-Supervisor CV Stellenberg
Synopsis
MOD_Cover letter response to Modifications
Investigator CV
Interview guide

Sincerely,

Appendix 3: Patient information leaflet and consent form

PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM

TITLE OF THE RESEARCH PROJECT:

EXPERIENCES AND PERCEPTIONS OF LIFE ORIENTATION TEACHERS IN
GUIDING LEARNERS ABOUT NURSING AS A CAREER OF CHOICE

REFERENCE NUMBER:

PRINCIPAL INVESTIGATOR: Yolandi Arendse

ADDRESS: 21 Allaman Road; Highbury; Kuilsrivier; 7580

CONTACT NUMBER: 0829706275

You are being invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the study staff or Researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is entirely voluntary and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the Health Research Ethics Committee at Stellenbosch University and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and the Medical Research Council (MRC) Ethical Guidelines for Research.

What is this research study all about?

If you volunteer to participate in this research project, the following things will happen:

The research project will be explained to you by the researcher.

The researcher will expect you to give written consent by signing a copy of this form; your permission is required for the interviewing process as well as for the recording of the interviewing process.

The researcher will put the certain questions to you.

*The whole process will be recorded on a voice-activated recording machine.
Your privacy will be respected and no personal questions will be put to you.
The interview will last approximately one hour.*

Why have you been invited to participate?

You were selected as a possible participant in this study because you fall under the specific criteria of this research project.

What will your responsibilities be?

It will be expected of you to give your honest opinion to the questions put to you.

Will you benefit from taking part in this research?

There are no personal benefits for you as a participant, but the outcomes of the study will definitely benefit the future of nursing as a career of choice to high school learners.

Are there in risks involved in your taking part in this research?

There are no risks involved in the project.

If you do not agree to take part, what alternatives do you have?

N/A

Who will have access to your medical records?

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of a unique number for you as a participant and only the researcher, supervisor, fieldworker and participant will have access to the process.

What will happen in the unlikely event of some form injury occurring as a direct result of your taking part in this research study?

No risk of injury

Will you be paid to take part in this study and are there any costs involved?

No you will not be paid to take part in the study but your transport and meal costs will be covered for each study visit. There will be no costs involved for you, if you do take part.

Is there any thing else that you should know or do?

- You can contact **Yolandi Arendse** at tel **0829706275** if you have any further queries or encounter any problems.
- You can contact the Health Research Ethics Committee at 021-938 9207 if you have any concerns or complaints that have not been adequately addressed by your study doctor.
- You will receive a copy of this information and consent form for your own records.

Declaration by participant

By signing below, I agree to take part in a research study entitled *(insert title of study)*.

I declare that:

- I have read or had read to me this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the study doctor or researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (place) on (date) 2015.

.....
Signature of participant

.....
Signature of witness

Declaration by investigator

I (name) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter. *(If a interpreter is used then the interpreter must sign the declaration below.)*

Signed at (place) on (date) 2015.

.....
Signature of investigator

.....
Signature of witness

Declaration by interpreter

I (*name*) declare that:

- I assisted the investigator (*name*) to explain the information in this document to (*name of participant*) using the language medium of Afrikaans/Xhosa.
- We encouraged him/her to ask questions and took adequate time to answer them.
- I conveyed a factually correct version of what was related to me.
- I am satisfied that the participant fully understands the content of this informed consent document and has had all his/her question satisfactorily answered.

Signed at (*place*) on (*date*)

.....
Signature of interpreter

.....
Signature of witness

Appendix 4: Permission from the Directorate for Research PGWC



Directorate: Research

Audrey.wyngaard@westerncape.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20150211-43294

ENQUIRIES: Dr A T Wyngaard

Ms Yolandi Arendse
21 Allaman Road
Highbury
Kuilsrivier
7580

Dear Ms Yolandi Arendse

RESEARCH PROPOSAL: EXPERIENCES AND PERCEPTIONS OF LIFE ORIENTATION TEACHERS ON GUIDING LEARNERS ABOUT NURSING AS A CAREER OF CHOICE

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **01 April 2015 till 31 May 2015**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 12 February 2015

Lower Parliament Street, Cape Town, 8001
tel: +27 21 467 9272 fax: 0865902282
Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000
Employment and salary enquiries: 0861 92 33 22
www.westerncape.gov.za

Appendix 5: Language editor's certificate



Lona's Language Services

English/Afrikaans
Afrikaans/English

3 Beroma Crescent Beroma Bellville
Tel 0219514257
Cell 0782648484
Email illona@toptutoring.co.za

* Translations * Editing * Proofreading
* Transcription of Historical Docs
* Transcription of Qualitative Research
* Preparation of Website Articles

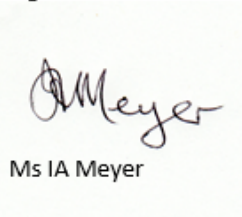
TO WHOM IT MAY CONCERN

This letter serves to confirm that the undersigned

ILLONA ALTHAEA MEYER

has proofread and edited the document contained herein for language correctness.

Signed



Ms IA Meyer

12 December 2016

FOR: YOLANDI VERNA PEDRO

**TITLE: EXPERIENCES AND PERCEPTIONS OF LIFE ORIENTATION TEACHERS
IN GUIDING LEARNERS ABOUT NURSING AS A CAREER OF CHOICE**

Appendix 6: Technical formatter's certificate



To whom it may concern

This letter serves as confirmation that I, Lize Vorster, performed the technical formatting of Yolandi Pedro's thesis entitled:

Experiences and perceptions of life orientation teachers in guiding learners about Nursing as a career of choice

Technical formatting entails complying with the Stellenbosch University's technical requirements for theses and dissertations, as presented in the Calendar Part 1 – General or where relevant, the requirements of the department.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Lize Vorster', is written over a faint, light blue triangular watermark.

Lize Vorster
Language Practitioner